

# **ORGANIZING ISU NORDIC DEVELOPMENT PROJECT 2010-2011**

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<p>Nordic Development Project 2010-2014 supported by International Skating Union is a four year project for young figure skaters, their coaches and judges from Nordic countries. The lack of young skaters in Nordic countries has been a problem. The purpose of the project is to create a development plan for 10-13 year old Novice competitors by the participating coaches. The project has annually two seminars that are held in May and in August in Vierumäki, Finland. The first phase of this project was to give the Nordic coaches access to high level experts to give ideas for the main aim for this project.</p> <p>The purpose for this thesis is to review the first four seminars by its organization and the opinions of the coaches who participated to these seminars. All of these four seminars were well documented and this thesis summarizes the information from 2010-2011 as one. Chapter five focuses on the initiation of this project. Chapter six explains the procedures that took place before the first seminars in May 2010. Finally, chapter seven reviews each seminar by their participants, moderators, organization committee, budget, activities, schedule and evaluation.</p> <p>In May and in August 2011 there was an evaluation sheet give out to the coaches to fill. This evaluation sheet was for the coaches to evaluate the moderators' by their lecture's content, teaching methods, material and usability of their knowledge. This evaluation sheet was made for reensure that the coaches "needs and wants" were met when choosing the moderatos for these seminars. The results of the evaluation sheet were remarkable. Overall, the moderators were graded between the highest and the second highest grade. These results indicate that the first two years of this project were successful.</p> <p>The theoretical part focuses on how to organize an event. It includes chapters from planning, financing, marketing and evaluating an event.</p>	
coaching figure skating, organizing seminars, project	

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# 1 Introduction

Figure skating is a complex sport. In order to gain great success, coaches need to have knowledge to share to skaters, beginning from their early age. In 2001, there was a Nordic assembly held in Vierumäki, Finland. The assembly was called Nordic Development Project and it was founded partially by the International Skating Union (ISU). The project was a great success. Skaters and coaches who participated to the project can now be seen in European and World competitive stage. In 2009 this successful project got Mrs. Maria McLean to initiate through Mrs. Marie Lundmark and Mr. David Doore a request for another Nordic Development Project (NDP) for this decade. The NDP 2010-2014 was originated and planning was started from the very same moments.

Lack of young skaters in the Nordic countries has been a problem especially in the Novice and below age groups. The main goal for the NDP 2010-2014 was set to be as follows; create a development plan for 10-13 year old Novice competitors that would engage them to a long term development. In order to reach this goal of NDP seminars, 2010-2011 were focused on age-related coaching. The seminars were held in May and August, surrounded by beautiful facilities of Vierumäki. Those four seminars were five to six days long and included several lectures, on-ice and off-ice training and discussion panels by the moderators and experts. After these seminars, it was the coaches turn to deliver their experience and knowledge to the main aim; a development plan for 10-13 year old skaters.

This thesis won't focus on the main aim. However, it will focus on the contribution of the moderators and the organization committee. The thesis will explain how the NDP seminars in 2010-2011 were organized and what the participants' opinions of the moderators were. Chapters' four to seven will focus on the planning and the implementation of the project. Chapter eight will explain the success of the seminars through an evaluation sheet. In the evaluation sheet participants evaluated moderators' lectures' content, their teaching methods, material and the usability of the moderators knowledge.

Overall, this thesis was done to share the knowledge of how the seminars were organized and held to help future organizing committees with their jobs. Also, the thesis will have a great opportunity to explain how successful the seminars were in 2010-2011.

## 2 Organizing an event

Project can be defined as an assembly which has clear aims and time limits. It has an organization which has been founded for it (Silfverberg 1998, 11.). A project could have one or more clear aims. When the aims are reached, the project ends. A project isn't a continuous activity. You can easily detect different phases in a project. It should have a clear time for implementation. A project requires team work. This team could include people from different organizations and countries. A project is always unique. There are no identical projects. People, time and environmental factors change so there's not a chance to repeat the project, even though it might be an annual event with the same name. A project usually experiences plenty of changes compared to its original plan. In every phase of the project there is no definite prediction of what will happen in the next phase. The results of the previous phase will usually affect on the tasks of the next phase. A project usually consists of complex variables that are related to people, culture, technique and tools. (Kauhanen, Juurakko & Kauhanen 2002, 24-25.)

Ruuska (1994, 16) states that a project has a life span with clear initiation and closure. Projects are usually divided in several phases. Those seven phases (Lööw 2002, 21.) are as follows:

1. Idea of a project
2. Initiation of the project
3. Background and preliminary research
4. Planning the project
5. Implementation of the project
6. Finishing the project
7. Evaluation

Seminar is a small or medium size event. When there are 10-150 participants to attend the event, it can be called a seminar. Seminars usually last for a day or two. They are

arranged for the purpose of education. Sometimes seminars can be organized to stimulate discussions and to give information. (Farrer & Seekings 1999, 10.) Seminars are organized around breakfast, lunch or dinner. The content of the seminar needs to have something to offer to the participants. There needs to be at least two hours of free time to connect with other people. (Muhonen & Heikkinen 2003, 84.) When organizing a seminar you go through the same phases when organizing an event. You need to be aware of things such as the target group, the budget and the theme. That is why the same process is used when organizing events or seminars. (Parry & Shone 2004, 64-65.)

Successful event can be felt as a unique experience that moves people in different ways. Participants and organizing committee will become glad when the atmosphere of the event is unique. Sense and emotion are both included in a successful event. You also need to consider the three strategic questions when organizing an event; what is the event that is being organized, to whom it is organized and why the event is being organized. There are also three operative questions for you to answer when organizing an event. Those three operative questions are how the event is going to be organized, what kind of content there will be and who is going to organize the event. (Vallo & Häyrynen 2008, 93; Vallo & Häyrynen 2003, 120.)

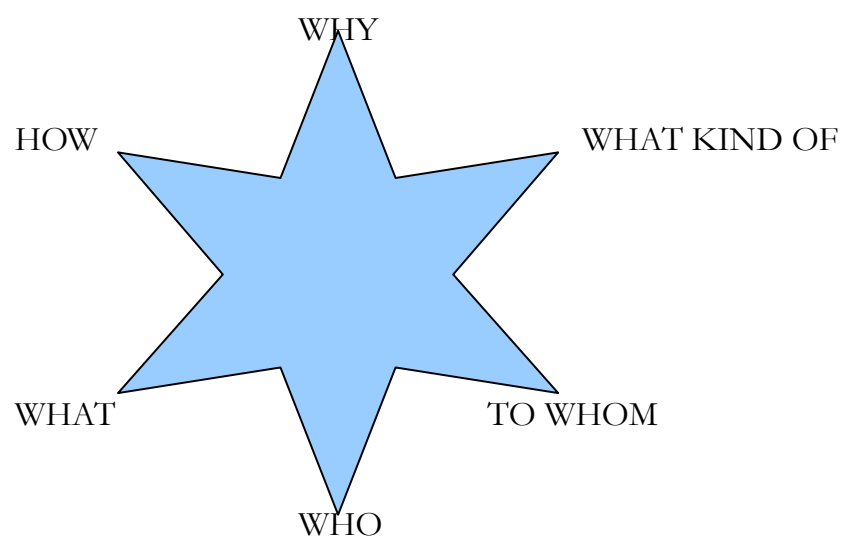


Figure 1. The six questions for a successful event.



## 2.1 Organizer

All projects should have a person or a group of people who decide to start the planning of the project. These people appoint a person to answer for the project. The person's title could be e.g. project manager. Projects that last for a long time usually have an organizing committee. The organization of the project and the selection of the people in the organization committee are critical factors for the success of the whole project. When organizing far too heavily or lightly, there might be a negative effect on the project's successful implementation. A wrong selection of people in the organizing committee can have disastrous consequences. The group of people or the person who originally initiated the project decides the start of the planning. They will also become financiers or at least will create opportunities for getting the finances. Their responsibility is to make sure that the project has the necessary financial recourses. (Kuhanen et al. 2002, 31-32.)

Organizing committee represents the group of people who initiated the project. The organizing committee usually includes people who have the knowledge, the skills and the social connections to get the job done most successfully. The organizing committee determines the aims for the project's timing, content and finance. It approves the plan of the project by the project manager. It designates personnel and resources for the project. In other words, it makes all significant decisions. It also follows closely the implementation of the project focusing on the set aims. It has the power to end the project and approves the final report of the project. (Kauhanen et al. 2002, 32.)

The responsibilities of the project manager are extensive due to the required capability to lead the organization towards the agreed objectives (Iskola-Kesonen 2004, 38.) Project manager has an overall responsibility of the project; planning, implementation and results. He/she reports beforehand about the phases and the finance of the project to the organizing committee. Project manager writes out the plan of the project with the organizing committee. She/he guides the staff of the project and leads the implementation of the project. She/he makes sure that the project's staff has the necessary skills and knowledge for the project. A project manager also takes care of the reporting and documentation. (Kauhanen et al. 2002, 33.)

The members of the project's staff are required to have an interest to carry out their responsibilities, commitment and capability to co-operate. It naturally wouldn't hurt if the members would have earlier experiences of similar responsibilities. The members of the staff need to report of their process in their areas of responsibilities to the project manager. They need to document the results of their work. (Kauhanen et al. 2002, 33-34.)

## **2.2 Aim and Target group**

When organizing an event the most essential thing is to know why the event is organized and to whom it is organized. (Vallo & Häyrynen 2008, 22.) The organizer should set the main aims for the project at the same time when initiating the project. Realizing fully the main aims helps enormously when continuing the planning and in the implementation phase. After setting the main aims, it's easier to think about practical actions which will help out to fulfill the aims. (Kauhanen et al. 2002, 45.)

One of the most important areas when organizing an event is to define a target group. Defining the target group is part of the specified aims. The target group needs to be in balance with the content of the event. If the target group is not defined carefully, the simplest things in organizing an event can fall apart. The size of the target group can be estimated by comparing previous events to the event of the future. Obviously, the number of participants can not be the same each time. However, the previous numbers give some kind of estimation. (Conway 2006, 52-59.)

The aims should be short statements from desired general picture. The main aim divided in smaller sections will help defining the successful and non-successful sections. (Farrer & Seekings 1999, 18.)

### 2.3 Planning the implementation

Planning of an event is the most wearing and the longest phase in the process of organizing an event. The sentence "Well planned is half done" is the core when organizing an event. Planning needs to be done early enough and from early on it should include all the people involved in the process. This way the process gets new ideas and new perspectives. (Vallo & Häyrynen 2008, 148.) All events should have a theme or a main idea. A good organization can create an innovative event without duplicating anyone else. A good theme for the event can be found e.g. from the history of the company. (Harju 2003, 9.)

All events have a program. There can be a program as a one piece or the program can be divided in individual parts that would make the event more interesting to a individual participant. (Andersson, Larson & Mossberg 2009, 134.) The content in seminars and conferences needs to be produced for the participants. It shouldn't be too easy so that the participants wouldn't become apathetic. Also, too difficult content might lose their interest to the subjects. In these kinds of events the speakers should be selected in order to get the content as diversified as possible. Experts from the inside and outside of the organization are a good combination and will ensure a diversified conclusion. (Vallo & Häyrynen 2008, 230.) Variability will be created by holding e.g. panel discussions and group assignments. The planning of the content can take even 70 % of the time used for all planning. (Harju 2003, 104-105.)

When deciding dates for the event, make sure that there are no similar events hosted at the same time. Convenient dates can be inquired from the participants when organizing a small event. By following different calendars, e.g. associations' calendars, you can decide good dates for your event and avoid decrease in participants. Inform your event to the calendar as well. Everything needs to be done by these dates. That is why you need to plan a schedule for the planning of the event. You start planning from the implementation dates backwards and estimate what and when something should be done. A big event requires years of planning. The schedule of the implementation and its different sections should be well planned. The duration of

lectures as well as the time used for dining and transportation should be scheduled as well. (Harju 2003, 10-11.)

When you know the amount of participants, the required facilities and the dates, you should compare possible venues. In Finland, there are several congress centres, hotels and universities that you can choose from. Organizing committees should carefully plan their requirements of the facilities and the budget before they start to look for a venue. (Aarrejärvi 2003, 12-13.)

The character of the event, the amount of participants, transportation and necessary services influence the selecting of venue. When organizing a congress, you need variable facilities in different sizes. Popular venues need to be reserved years in advance. It's good to become familiar with the venue, facilities and its equipment beforehand. Accommodation also is reserved when starting the organizing process. (Harju 2003, 11. & 112.)

Most of the venues that offer facilities for congresses have the basic conference technology. E.g. projectors and flip charts belong in the standard equipment of a lecture room. If extra equipment are needed, there should be a clarification who will reserve them and what they will cost. (Aarrejärvi 2003, 15.)

## **2.4 Risk management**

Kauhanen, Juurakko & Kauhanen (2002, 27.) says that before a project is initiated there is some organizing to be done. There can be many good and viable ideas which need to be divided into approved and rejected ideas. Original initiation of a project needs to be based on estimation where pros and cons are estimated. In this phase of the project there is done a SWOT -analysis (Table 1.). SWOT -analysis is abbreviation from following words:

S = Strengths

W = Weaknesses

O = Opportunity

T = Threat

Table 1. A SWOT-analysis (Kauhanen et al. 2002, 27.)

Inside factors	Strengths	Weaknesses
Outside factors	Opportunities	Threats

The security is also a factor that you should consider when organizing a congress. Finland is one of the safest places on earth when considering personal security. Here is both political and social peace. The participants of a congress can really walk everywhere without fear of violence. (Aarrejärvi 2003, 83.)

### **3 Finance and marketing**

Finance and budgeting are often considered when initiating a congress. When planning the finance for a congress, the first task is to write down estimated costs. This can be started with making a budget. For example, previous entry fees and stabilized procedures should be taken into consideration when writing the first budget. In the beginning of the planning, the budget for the planning and other preliminary expenditure need to be considered as well. (Rautiainen & Siiskonen 2007, 158.)

There are six different opportunities to finance a congress. The greatest part of the expenditure of a congress is financed by the participants' entry fees. However, these entry fees won't cover all the expenditures. Financial assistance from the government, cities, national and international associations can be listed as sources of finance. Sponsorships, incomes from advertising and exhibition are also these kinds of sources. (Rautiainen & Siiskonen 2007, 158.)

#### **3.1. Budget**

"Keeping the budget can never be a wish but always self-evident." (Muhonen & Heikkinen 2003, 120.) Budgeting should be started at the same time with the financing. Incomes and expenditures are considered in the first part of budgeting. The foundation of the budget should be thought with the event's extent. All the occasions, equipment, staff, lecturers and their fees need to be considered when making a budget. Budgeting takes a lot of time, but will give different benefits. It will help to find the most beneficial options. It also gives information to the financers. The intention and the aim of budgeting are to create a budget which has a preliminary financing taken under consideration. You need to check the budget in regular bases and follow the event's incomes and expenditures all the time. Depending on the size and the length of a congress there are several budgets created. (Rautiainen & Siiskonen 2007, 158-159.)

In a long term budget you need to consider incomes, expenditures and the logic in investments. In short term budget you need to be more disciplined and accurate with the incomes and expenditures. (Leppiniemi 2009, 59.)

There are five phases in budgeting (Table 2.). The first phase is to calculate events' investments and long term expenditures. The second phase, the calculation of the preliminary finance, can be divided into two parts. The first part is the calculation for the need of preliminary finance and the second part is for the sources of preliminary finance. The third phase is for calculating a separate accurate budget. In this separate budget there are accurately written down incomes and stable and changing expenditures. The fourth phase is budgeting money for marketing. The fifth and final phase is for an overall budget. This is a summation of all the separate budgets. (Antikainen & Sutinen 1996, 3-8.)

Table 2. Five phases of budgeting

1. Phase	Investments and long term expenditures
2. Phase	Preliminary finance
3. Phase	Accurate budget
4. Phase	Budget for marketing
5. Phase	Summation of all budgets

Attachment 1. indicates a modified table for budget planning from Rautiainen & Siiskonen's book. The table has three sections; fixed expenses, varying expenses and incomes. There can be calculated a total of each sections. The finance that venue, planning and its material, marketing and announcements require is fixed. Expenses e.g. lecturers, organizing committee and administration can be stated as a fixed expenses. Participants and their companions are varying expenses. Incomes are e.g. financial assistance and fees. (Rautiainen & Siiskonen 2007, 170-172)

Aarrejärvi (2003, 30-31) mentions that economical and political situation of the World, novelty value of lectures, "gurus" and other congresses affect on the number of participants.

### **3.2 Marketing an event**

People attend to events of four main reasons. There might be something in the content of the event that they want to experience. They might participate with a personal performance to the event e.g. with an athletic performance. They want to attach themselves to the image of the event e.g. a rock festival. The fourth option is for experiencing socialization. They want to be there because everyone else is there as well. Participation to an event is always based on satisfying a need. (Antikainen & Sutinen 1996, 1.)

Deep down people are looking for better solutions for their needs. They are not just buying objects and services. When organizations is trying to offer continuously better and better solutions to the people for their problems the operations are successful. Better solutions require a good knowledge of the target group from the organization. (Antikainen & Sutinen 1996, 1.)

Organizations should have a permanent principle for how to inform members of their own events. Marketing inside of the organization is a process where customer service and marketing plans are sold to the members in a way that they realize the values and aims and will honor them. (Muhonen & Heikkinen 2003, 122.)



## 4 Evaluation of the event

Vallo & Häyrynen (2003, 203-204.) mention that it's really important to know; did the event reach its' aims, how the target group experienced the event and what could have been done differently. The feedback should be compared to the original aim. The organization committee's knowledge and skills will increase by collecting and analyzing feedback from every implemented event. Each time you can learn something for the future. Muhonen & Heikkinen (2003, 130-134.) state that the evaluation of the productivity of an event is important. However, it can be difficult as well. The minimum aim for an event is that the participants will attend the event, when it's organized as planned. The effect that the event has on the target group is determined by the organizing staff.

Muhonen & Heikkinen (2003, 137.) state that the evaluation of the seminar's content is based on the target group's opinion of the schedule and activities. This will help the organizing committee to do even better next time. Did the implemented schedule and activities fulfill the event's aims? When evaluating the content, there are some aspects that need to be evaluated. These aspects should be asked from the target group after the event:

- Enrollment
- Venue of event
- Time period of event
- Service during the event
- Fluency of arrangements during the event
- Transportation
- The content and its delivery
- General atmosphere

Marcoux and Jay (Knowledge Quest 2003) state; decision made by the next seminar planning committee are based upon the evaluations from previous seminars.

Evaluating a seminar according to whether it has reached to its aims is a sensible principle. However, there are limitations to carrying this out in practice. A lot of objectives are not achievable in a single session. Also, it might be difficult to fully evaluate within the session whether the objectives have been achieved. Central to developing practice is evaluating the way the seminar was conducted. (EconomicsNetwork 2011.)

Evaluation of the results of a project can be evaluated sufficiently. When the evaluation is only done by those who worked in the project, there can be a danger that those people will get blindsided and can't evaluate the project objectively. In long term projects there should be done a midterm review or midterm evaluation. Many developmental affects can sometimes be reached after a long time, even when the project has ended. At this point a final report should be written, where the project's results and obstacles will be analyzed. You create recommendations for planning and development of the implementation in a way that you wouldn't repeat the same mistakes. (Silfverberg 1998, 24-25.) The most important is the main criteria to success; you need to get wanted results with limited resources in given time (Anttonen 2003, 232.).

The final report (Table 3.) should include the following aspects (Kauhanen et al. 2002, 126.). It should include a general view of the event and the pre-set goals. The time management, financial aims and actions of the organization committee should also be acknowledged. Also, the problems and evaluations should be written down on the final report.

Table 3.

1. General description of the event
2. The aims of the event e.g. financial
3. The time management of the event e.g. schedule and use of staff
4. The financial aims of the event e.g. expenditure, incomes
5. Actions of the organizing committee

6. The problems of the event
7. Evaluation of the event
8. Other attachments

#### **4.1. Participants' evaluation**

Customer feedback is very helpful to the organization and all the customers should be able to give feedback. If the organization creates a questionnaire and wants numbers as an answer, the easiest way to do this kind of questionnaire is to fill out a questionnaire online. It is simple and has a small amount of questions. After these quick questions, there should be room for open comments after each question. (Anttonen 2003, 231.)

When planning a evaluation form it's important to know what you want to measure. If the main point is to know whether the lectures were interesting or not, the participants should be able to fill the form with simple options. Sometimes you see an evaluation form that makes the participant just confused without knowing what they really want to ask for. When the questions and the options what you can answer are clear, the organization committee will get a more accurate results. You shouldn't be afraid to measure individual guest speaker's performance and the grade of interest towards his/her subject. This can be a great help for the future organizing committees when knowing what kind of guest speaker the participants appreciate. From all the results of the evaluations should be done a written summary that the future and the present organizing committees can exploit (Aarrejärvi 2003, 108 & 124).

## **5 ISU Nordic Development project 2010-2014**

The idea for this kind of Nordic assembly was originated from the previous Nordic Development Project in 2001. Mrs. McLean had the first discussion for a new project with Georgy Sallak, the chair of the ISU Development Commission, during the Junior World Championships in 2009. Mrs. McLean told him about the newest development plans for Denmark and recalled the previous Nordic Development Project (NDP). The previous NDP had produced several top skaters. After this conversation Mr. Sallak asked Mrs. McLean to send a proposal for a new project. The proposal was discussed in the ISU meeting in Copenhagen in 2009. Marie Lundmark's support was priceless at this point. (McLean, M. 23 Feb 2012)

The lack of young skaters in the Nordic countries has been a problem especially in the Novice and below age groups. The figure skating associations of Nordic countries were pleased to hear about this new change of developing coaches, skaters and judges through this kind of project. The Nordic countries together decided the main aim and smaller objectives. While doing that, the countries re-presenters needed to take into consideration that ISU Development Commission were interested in supporting a project for novice aged skates and their coaches.

### **5.1 The aims of the project**

The project's mission statement is "We coach young people to perform in competition." The main goal is to create a development plan for 10-13 year old Novice competitors. To reach that goal, there are several objectives for the overall plan of this project. These objectives are the following:

1. To focus on the young person as well as technical training.
2. To increase the commitment of young skaters to competitive figure skating.
3. To develop a positive training environment that incorporates fun.
4. To acquire new elements, consolidate those already learned, while refining gifted elements, and in some cases creating their own speciality.
5. To consolidate artistic performance.

6. To develop a solid conditioning base (speed, strength, endurance, flexibility).
7. To further develop the mental skills of focusing and managing negative anxiety.
8. To ensure good basic skill execution prior to the PHV growth spurt.
9. To develop and consolidate a choreographed program tailor-made to the individual skater.
10. To design and execute a competition plan tailored to the needs of the skater.

The ISU NDP seminars in 2010-2011 were held in order to reach these smaller objectives and the main aim.

## **6 Project planning**

### **6.1 Organizing committee**

After the ISU meeting in Copenhagen, the first Nordic meeting was held in September 2009 in Copenhagen. The meeting was held with delegates from all the Nordic countries and Estonia. During the meeting Mrs. Berit Kaijomaa, Mrs. Maria McLean and some others were selected to be the coordinators for this project. During the planning phase some of the coordinators weren't fulfilling their jobs. At the end, it was only Mrs. Kaijomaa and Mrs. McLean who were the coordinators for this project. Later on more people joined the organization committee.

### **6.2 Time period for planning and implementation**

The planning was started from the first Nordic meeting in September 2009 in Copenhagen. In this meeting they discussed the issues of the upcoming project and seminars. It was decided that the project would be based on age related coaching. After this first Nordic meeting, there were three other meetings held with the same kind of participations list as in Oslo, Stockholm and again in Copenhagen before the first seminar. However, there was a lot of planning to do and the meetings were too short. That resulted to several aspect of the project being decided through e-mail and meetings on Skype. (Kaijomaa, B. 22 Nov 2011)

The implementation periods were planned to be as a seminar organized twice yearly for four years. The seminars were planned to place in May and August annually and lasting for four to five days.

### **6.3 Target group**

The target group had clear criteria for participation as a skater and a coach. Each country could have up to six girls and/or boys to participate to this project. Each country was free to choose the skaters they evaluated as having the skating skills,

mental and physical attributes to match the project's objectives. Age restriction for this project was as follows:

"Two out of six skaters from each country may not have reached the age of 14 by the 31st of December 2010. The remaining skaters (or all if the above is not used by the particular country) may not have reached the age of 13 by the 31st of December 2010." (McLean, M. 23 Feb 2012)

As a coach, you joined your own participant skater(s). As well as the skaters, coaches could be also up to six from each country. Coaches had to be interested in and able to contribute to the main aim. Skaters could only participate with a coach; however coaches could participate without a skater of their own, if there was the capacity. Judges, technical specialists, technical controllers had a limitation of one of each from one country. These officials also needed to be in a developmental phase of their career.

#### **6.4 Moderators for implementation**

Once the aims for this project were placed and the strategies for reaching these aims discussed, moderators who could fulfill the strategies and the work for the main aim were selected. The key was to select the best possible people. Mr. Barry Bartlett and Mrs. Valerie Bartlett were the first moderators to be taken under consideration in September 2009. They had the experience already from the previous project in 2001.

#### **6.5 Budget for implementation**

For this kind of development project the organizing committee applied funding from the ISU.

"The ISU principle of financial support is that the participants always pay for their own transport, accommodation and board. We are bound to this and have been fortunate so far that the ISU have paid for facilities and moderators, as well as for some administration costs. (McLean, M. 23 Feb 2012)

## 6.6 Venue for implementation

The venue was decided in the first meeting. Everyone agreed that the Sport Institute of Finland, Vierumäki, would be a perfect place for this kind of project. The facilities were booked for the first camp right away.

Vierumäki is a unique provider of fitness training, wellness services, and recreational activities for individuals and communities. Also, it's an all-round developer of sports and physical education in Europe. Vierumäki has an average of 400 000 visitors per year. Vierumäki can provide facilities for all sorts of sports and accommodation within 2 km radius. They have indoor facilities to e.g. several ball games, shooting, tennis, gymnastics and dance. They have two ice rinks, an indoor swimming pool and a spa. Their outdoor facilities include e.g. several fitness paths and skiing tracks, fields for ball games and two golf courses. There are several options for accommodation as well. You can choose from dormitory and hotel to high-quality apartments.

After a tough work-out, you need energy. This is taken care with the great food that Vierumäki has to offer.

"A common restaurant ideology helps all the various à la carte, theme and banquet restaurants and cafés at Vierumäki join together to produce clean, fresh and healthy local food, take environmental aspects into consideration and delight our customers. Our restaurants were the second in Finland to receive the Nordic Swan eco-label. All Vierumäki restaurants combine fresh flavors with a great atmosphere to make a truly unique culinary experience." (Vierumaki.fi 2012)



## 7 The Implementation of the project

### 7.1 ISU NDP seminar May 2010

The main focus in May 2010 was to engage all the participants to this project by over viewing the contents. For the coaches, judges and technical panel officials the camp provided an overview of different areas in figure skating. Lack of young skaters in the Nordic countries in the Novice and below age groups has been a problem. The idea of this camp was to engage the skaters as well to a long term development.

#### 7.1.1 Participants, moderators and organizing committee

33 skater, 35 coaches, 15 judges and technical panel officials from Sweden, Denmark, Norway, Finland and Estonia took part in the seminar.

The core of the moderator team was introduced to the participants. That core was formed by Mr. Barry Bartlett, Mrs. Valeria Bartlett, Mr. Alexander Vedenin, Ms. Anne Schelter, Ms. Leena Laaksonen and Ms. Lilli Helpi. For this camp, Mr. Nobou Sato came also to share his expertise. Mr. Kari Uusikylä, Mrs. Pirjo Saarnia and Mrs. Karoliina Lundahl gave lectures and off-ice training consisting of their knowledge. Also, Mrs. Maria McLean and Mrs. Virpi Horttana shared their ideas by giving a lecture.

Table 4. The names and the expertise of the moderators

Name	Expertise
Mr. Barry Bartlett	Planning
Mrs. Valerie Bartlett	Biomechanics + skill analysis
Mr. Alexander Vedenin	Technical Skills on ice
Ms. Anne Schleter	Technical Skills on ice
Mr. Nobou Sato	Technical Skills on ice
Ms. Leena Laaksonen	Theory and workshop for judges

Mr. Kari Uusikylä	Talent ID
Ms. Lilli Helpi	Dance + Flexibility
Mrs. Pirjo Saaria	Nutrition
Mrs. Karoliina Lundahl	Strength training
Mrs. Maria McLean	Choreography
Mrs. Virpi Horttana	Choreography
Vierumäki Physical Testing Team Henna Hämäläinen	Physical testing

In the organizing committee, Mrs. Maria McLean and Mrs. Berit Kaijomaa were the leading organizers. Other organizing committee members were Mrs. Laura Tast, Ms. Minna Järvinen and Mrs. Riina Valto. Two other members joined the organizing committee during the camp, Ms. Kaijaleena Sairanen and Mr. Lasse Sääkslahti.

### 7.1.2 Budget

101,883 € was the estimated budget for this seminar. 8,663 € was the estimated budget for facilities. This covered the ice time (12 hours per day) and the use of classrooms, auditorium, office at the ice rink and off-ice facilities e.g. the gym. The estimated budget for the presenters' fees was 22,675 €. For travel and transportation there was a 33,880 € budget. Accommodations with meals were estimated to cost 35,665 €. For miscellaneous subject, office and first aid, there was a 1000 € budget.

### 7.1.3 Activities and Schedule

Attachment 2. shows the timetable for this seminar. The seminar started on Tuesday May 11. 2010 and ended on Sunday May 16. 2010. The camp provided the participants various activities on-ice and off-ice.

There were classes for the coaches to attend to in the following subjects: Planning of training, biomechanics and skill analysis, ice lessons, nutrition, talent ID, off-ice and strength training, dance and flexibility, choreography and physical testing.

Barry Bartlett shared his thoughts and some scientific knowledge of physical and mental training during the season. During his lecture, the coaches created an annual training plan for the skater who was participating to that camp. They needed to create a plan that would have phases during the year so that the skater could peak in his/hers performances in the main competition of the year. In all of these phases they would have different kind of physical and mental training in order to maximize the optimal training. With Valerie Bartlett the coaches were introduced to biomechanics and skill analysis. Coaches learned biomechanical principles that they used in analysing a skill. In skill analysis lectures, the coaches and Mrs. Bartlett watched several video clips of e.g. axel, toe assisted jumps and spins. All the coaches and Mrs. Bartlett analysed the skill and gave suggestions for further development of the skill if needed.

Mrs. Saarnia was introducing nutrition for the skater to the coaches. She talked about the importance of nutrition, the quality and the amount of good nutrition and some examples of good and bad nutrition. Mr. Uusikylä shared his thoughts about talent and its identification. He talked about different theories in giftedness and creativity. Mrs. McLean taught how to develop a figure skating program by using the music and the vision of the program as a starting point. Also, she and Mrs. Hotttana talked about their co-operation.

On-ice lessons, off-ice lessons e.g. dance and flexibility, strength training, physical testing and nutrition classes were organized for the skaters. The coaches could also participate in some of these classes. For the on ice lesson, Mr. Vedenin and Mr. Sato were focusing on technical elements and Ms. Schelter was developing skaters' basic skating skills. Mr. Vedenin and Mr. Sato also shared their thoughts of specific off-ice training with the skaters and the coaches. All experts held a lecture about their philosophy in coaching figure skating.

Dance and flexibility classes by Ms. Helpi were focusing on finding the rhythm and creating different movement with your body. Mrs. Lundahl taught strength training by using Olympic lifts as the key point. Mrs. Saarnia also met skaters in a class setting. In her classes, the skaters learned about nutrition and were also asked to fill up a nutrition diary for the next camp in August 2011. Physical testing was organized by the Vierumäki Physical testing team with Henna Hämäläinen. The results of the tests were recorded for future development.

Skater also had off-ice leisure activity which included swimming and ball games.

Ms. Laaksonen gave lectures over viewing the contents of judging and officiating in technical panel.

#### **7.1.4 Evaluation**

After this first NDP seminar, there was an evaluation sheet (attachment 6.) given out and collected before the seminar ended. This evaluation sheet involved four different areas: general organization, presented subjects on ice, presented subjects off-ice and theory lessons. For each of these aspects the participants were asked to share their thoughts that had been positive, negative and suggestions for improvement. There was also a place for coaches to share what they had learned and other comments of the seminar. The evaluation sheet was anonymous. However, the country of the participant was asked in the evaluation sheet. The skaters had a diary to fill out from the training sessions. Those diaries were copied and preserved for the future.

Also, a part of organizing committee and some of the moderators evaluated the camp by holding a meeting. In that meeting, all the aspects were evaluated. E.g. the planning of the camp, the budget and the camp itself were evaluated.

## 7.2. ISU NDP seminar August 2010

The main focus of this seminar was to engage the participants even more to this long term development project. In this camp the plan for documentation "Developing plan for 10-13 year old Novice competitors" was introduced and started.

### 7.2.1 Participants, moderators and organizing committee

Five countries were participating to the seminar in August 2010. Overall, there were 33 skaters, 35 coaches and 14 judges/technical panel officials from Sweden, Denmark, Norway, Finland, Iceland and Estonia.

There were ten moderators to join the seminar. Five of these ten moderators participated to the camp in May 2010. Those moderators were Mr. Bartlett, Mrs. Bartlett, Mr. Vedenin, Ms. Schleter, Ms. Laaksonen and Ms. Helpi. Mr. Peter Johansson joined the moderators' team as well as Mr. Alexander Lakernik. Also, Mrs. Saarnia and Mrs. Riina Valto shared their expertise with the participants.

Table 5. The names of the moderators and their expertise

Name	Expertise
Mr. Barry Bartlett	Planning
Mrs. Valerie Bartlett	Biomechanics + skill analysis
Mr. Alexander Vedenin	Technical Skills on ice
Ms. Anne Schleter	Technical Skills on ice
Mr. Peter Johansson	Technical Skills on ice
Ms. Leena Laaksonen	Theory and workshop for judges
Mr. Alexander Lakernik	Rules and regulations
Ms. Lilli Helpi	Dance + Flexibility
Mrs. Pirjo Saaria	Nutrition
Mrs. Riina Valto	Dartfish + FOPPA-learning environment

Organizing committee had eight members. Mrs. McLean, Mrs. Kaijomaa, Mrs. Tast, Mrs. Hietala, Mrs. Valto and Ms. Järvinen were the core of the committee. It also had two other members to help the committee, Ms. Sairanen and Mr. Sääkslahti.

### **7.2.2 Budget**

The estimated budget for this seminar was 92,006 €. This included facilities, presenters fees, travel and accommodation for all and miscellaneous subjects. The facilities were estimated to cost 7,378 €. The estimated budget for presenters' fees was 21,520 €. 32,330 was the estimated budget for travel and transportation. For accommodation, there was an estimated budget for 26,778 €. 1000 € was the budget for miscellaneous subjects e.g. office.

### **7.2.3 Activities and Schedule**

The seminar was held from 18th of August to 22nd of August. Attachment 3. shows the schedule used during this seminar.

Coaches had several classes to attend within a tight schedule. Barry Bartlett reviewed the main points of an annual training plan. He also focused more on physical conditioning in his classes. The skaters demonstrated a couple of the exercises in off- and on-ice training directed by Mr. Bartlett. Speed and speed endurance training were the areas that he presented to the coaches. He also introduced the documentation plan for the main focus of these seminars. Mrs. Bartlett had asked the coaches to film their own skater during the summer. She used these films in her analysing skills -classes. She also talked about biomechanics in spins.

Mrs. Saarnia revisited the coaches. She talked about the main points in good nutrition. Also, she reviewed the overall results of the skaters' nutrition diaries. She gave feedback for the skaters later on at the camp. Mrs. Valto introduced Dartfish and Vierumäki's own learning environment called FOPPA to the coaches. Dartfish is for analysing e.g. technique in elements through video and an analysing program. By using FOPPA

online, coaches had a chance to communicate throughout the year. There coaches can exchange Dartfish-clips and analyse them together.

Mr. Lakernik held lectures mostly for the judges and technical panel officials, but also for coaches. He went through the changes in rules for the season 2010-2011. Also, the coaches had a chance to ask him about other rules and judging.

Skaters attended on-ice and off-ice training. On ice, they had Mr. Vedenin and Mr. Johansson holding training for the technical elements. Both of them also shared their personal coaching philosophy with the coaches in a classroom setting. Ms. Schelter focused on the basic skating of the skaters in her classes on ice. She also held a "Theatre on ice"- class for the coaches. For off-ice training Ms. Helpi had created new dance movements for the skaters to dance in her classes. Also, skaters participated to off-ice training directed by Mr. Bartlett and Mr. Vedenin.

On Saturday evening, there was a panel discussion held. Mr. Vedenin, Mr. Johansson, Ms. Schelter and Mrs. McLean answered to questions that the coaches had sent to Mr. Bartlett throughout the summer. Mr. Vedenin and Mr. Johansson answered to the questions that concerned the technical elements in figure skating. Questions concerning basic skating and choreography were for Ms. Schelter and Mrs. McLean to answer.

Ms. Laaksonen, Mr. Lakernik and Ms. Schelter shared their thoughts with the technical panel officials and the judges.

#### **7.2.4 Evaluation**

For the second NDP seminar the same evaluation sheet (attachment 6) was given out and collected at the end of the seminar. There was also another evaluation sheet (attachment 7.) given out on Saturday evening. This evaluation sheet was to evaluate three specific areas of the camp: Mr. Bartlett's planning lectures, Mrs. Bartlett's skill analysis and Mrs. Saarnia's nutrition lecture. At the same time, this evaluation sheet had

a purpose of being a part of documenting the work that the coaches do with their skaters on these areas.

The section one in that evaluation sheet was for basic information of the coach. The coach's county, age and sex were asked in this section. Also, they were asked to share how many years they had been coaching and how many of those years they had coached in a high performance level. The second section was for the skater's basic information. Her/his age, sex and the level of competition for 2010-2011 was asked in this section.

Section three focused on Mr. Bartlett's planning-classes. They needed to be evaluated from one to five. One being highly useless information and five being highly beneficial information. After this, the coaches were asked to write down 3-5 areas, relating to the lectures about planning, what were the most beneficial to their own coaching. Thereafter, they needed to share their own annual planning method that they use. There was a possibility to answer that they use the Mr's Bartlett's Six Phases of Development-method or some other method. If answering other method, the coaches needed to list down what kind of phases they have and what are the main components of those phases.

The coaches needed to list in the same sheet, in what phase they are focusing on different aspects of figure skating. They needed write down when they plan for the skater's program e.g. the time for choosing the music and the costume and also when they are doing partial or full run-throughs. Planning for physical and mental skill development were asked as well. For the physical development, the coaches were asked to list in what phase they do different kinds of conditioning e.g. speed, power and endurance. For the mental development, the coaches were sharing the exercises that they do when developing mental skills. Planning for technical elements, the coaches wrote down in what phase they focus on new elements, weaknesses and grade of execution. The coaches also shared their thoughts in what areas of planning they would like to be better at.



Skill analysis/biomechanics lectures were evaluated as well from one to five by using the same scale than in section three. After this, coaches were asked to write down 3-5 areas, related to skill analysis lectures which were most beneficial to their coaching. Coaches needed to evaluate the importance of biomechanics and skill analysis focused on the following topics: biomechanical principles, phases of an element, use of video/Dartfish and use of a third party in evaluation. All of these topics were evaluated from one to five. One was highly unimportant and five was highly important. Coaches were asked to share their way of analysing a jump or a spin with an open question. Also, coaches wrote down three areas in skill analysis which they want to be better at.

Fifth section was evaluation for nutrition lectures. By using the same one to five scale coaches evaluated the lectures. They were also asked if they had promoted the information to their skaters with Yes/No-question. If they answered Yes, they needed to share what kind of action there had been taken.

Skater had again a training diary to fill out during the camp. Most of the diaries were copied and saved for the future.

### **7.3 ISU NDP seminar May 2011**

The focus of the seminar in May 2011 was to prepare participants for the next camp and **its** main component: the competition simulation.

#### **7.3.1 Participants, moderators and organizing committee**

Participant countries were Denmark, Finland, Sweden, Norway and Iceland. Overall, there were 34 skaters, 32 coaches and 14 judges/technical panel officials. Unfortunately, Estonia had to withdraw due to economic difficulties.

For this seminar the number of moderators was increased. It had 14 moderators. Mr. and Mrs. Bartlett, Mr. Vedenin, Ms. Schleter, Ms. Helpi and Ms. Laaksonen were again sharing their knowledge with the participants. Also Mr. Brian Orser, Mr. Mika Saarelainen, Mrs. Terhi Lehtoviita and Mrs. Maikki Uotila-Kraaz joined the moderators

committee. Mrs. Berit Kaijomaa, Mrs. Tarja Sipilä and Mr. Raimo Nieminen gave their input to increase the participants' knowledge.

Table 6. The names and expertise of the moderators.

<b>Name</b>	<b>Expertise</b>
Mr. Barry Bartlett	Planning
Mrs. Valerie Bartlett	Biomechanics + skill analysis
Mr. Alexander Vedenin	Technical Skills on ice
Ms. Anne Schleter	Technical Skills on ice
Mr. Brian Orser	Technical Skills on ice
Ms. Leena Laaksonen	Theory and workshop for judges
Mrs. Terhi Lehtoviita	Sport Psychology
Ms. Lilli Helpi	Dance + flexibility
Mr. Mika Saarelainen	Music + components
Mrs. Maikki Uotila-Kraaz	Interpretation + choreography
Mrs. Berit Kaijomaa	Coach workshop
Mrs. Tarja Sipilä	Coach workshop
Mr. Raino Nieminen	Dartfish
Vierumäki Physical Testing Team Henna Torpo	Physical testing

Mrs. McLean, Mrs. Kaijomaa, Ms. Järvinen, Ms. Lea Åman (previously Hietala) and Mrs. Valto formed the organizing committee. Ms. Sairanen and Mr. Sääkslahti helped the organizing committee mostly during the seminar.

### 7.3.2 Budget

The overall budget for May 2011 with the participants' contribution to their own travel and accommodation was 45,412 €. The estimated budget for facilities was 8,412 €.

21,090 € was estimated budget for presenters' fees. For presenters' travel costs there was budget for 6,330 €. Presenters' accommodation was estimated to cost 8,580 €. 1000 € was budget for varying office, first aid and other subjects.

### **7.3.3 Activities and Schedule**

Attachment 4. indicates that the seminar in May 2011 took place from the 10th until 15th of May. This shows, as well, the exact schedule of that camp.

For this seminar, coaches had a chance to hear out several moderators. Mr. Bartlett focused on a competition performance plan, long term athlete development and branding. He shared all the details that you need to consider before a competition. E.g. they needed to think about what will happen a day before the competition, on to morning of the competition, during the competition and after the competition. According to his opinion, all of these need to be carefully planned avoiding unwanted distractions. All of the coaches have young skaters. That is why the coaches got to learn about a Canadian model of Long Term Athlete Development Plan. In this plan the growth spurts and level of competence in figure skating were carefully considered. Mrs. Bartlett continued skill analysing with biomechanics. This time the coaches had a chance to analyse a skill on ice with the skater. Also, Mrs. Bartlett focused on flying spins in her lectures.

Mrs. Lehtoviita opened up the world of sport psychology for the coaches. She talked about the definitions of sport psychology and mental training and how you can apply those in figure skating. She also talked about skaters' self-esteem because of the main focus of the camp: getting ready to compete. Also, she had a class for skaters focusing on their self-esteem.

Mr. Saarelainen had two lectures concerning figure skating components and one lecture of music in figure skating for the coaches and the judging panel. He shared several examples of good and bad pieces of music for a program. In his lectures of components he named the main criteria of each component and showed several video clips of how skaters from past have fulfilled those components in their programmes.

Mrs. Uotila-Kraaz shared her viewpoints on interpretation and choreography. Mr. Nieminen increased the coaches' knowledge of the Dartfish-program by helping the coaches in action. The coaches had a chance to sit down in front of a computer and analyse skaters' skills with the Dartfish.

For on ice practises, skaters had a change to work with Mr. Vedenin with figure skating elements once again. In Mr. Orser training sessions on ice, there was a chance to learn figure skating elements as well as basic skating with rhythm. Ms. Schelter continued sharing her expertise in basic skating skills. She also had a "Theatre on ice" -class for the skaters this time.

Mr. Vedenin and Ms. Helpi made sure that the skater had a specific off-ice training for figure skating. Ms. Helpi's classes were dance and flexibility related and Mr. Vedenin's classes were more about plyometrics and dynamic balance. In this camp, the skaters were tested again. They had the same physical tests that they did in May 2010. The coaches got feedback from the tests by Mrs. Torpoas. They could compare the results. At the end of the camp the skaters went bowling.

Ms. Laaksonen continued educating the judges and technical panel officials. She also had some help from Mr. Vedenin on ice. Ms. Schleter held a lecture consisting of figure skating history and basic skating skills for the judges. Also, Mr. Orser shared his thought of transitions and skating skills. Mrs. Bartlett visited the judges. She held a lecture about biomechanics and skill analysis.

The judges and technical panel officials also had a change to listen two Finnish coaches sharing their view points. Those two coaches were Mrs. Sipilä and Mrs. Kaijomaa.

A panel discussion was held for the coaches and the judges. Mr. Saarelainen, Mr. Orser, Mr. Vedenin, Mrs. Uotila-Kraaz and Ms. Schleter were answering questions that were placed on a plate. All of the participants answered with the best knowledge of their expertise.

### **7.3.4 Evaluation**

The third seminar had two evaluation sheets for the coaches. One of which they had filled out before (attachment 6.) and one new sheet (attachment 8.). The new one was for evaluating the previous and the present moderators from May 2010 until May 2011. The same kind of basic information of the coach was filled out on this evaluation sheet than in the previous sheet on August 2010 (attachment 7.). The coaches evaluated lectures and training session by each moderator separately from May 2010 to May 2011. They had to evaluate following aspects: content, teaching methods, material (if applicable) and usability. In usability the coaches needed to evaluate how well this information could be used in their own coaching. The scale for this evaluation was 1= not suitable at all, 2 =neither non-suitable nor suitable, 3 = slightly suitable, 4 = suitable, 5 = highly suitable and N= I don't know. At the end of the sheet, coaches listed down one "pearl" from the NDP camps May 2010-May 2011. "Pearl" was a Mr. Bartlett's word for one thing that had the most impact on your future coaching. If a coach didn't attend to a moderator's lecture/lesson, they left that part without an answer. If a moderator didn't have any material to give to the coaches, his/her "material"-category was left without an answer.

The first evaluation sheet was given out on Saturday evening and the second was filled during a wrap up session for the whole camp. The skaters got to fill their training diaries again.

### **7.4 ISU NDP seminar August 2011**

The focus of the seminar in August 2011 was to create a competition simulation where participants would use their developed skills.

#### 7.4.1 Participants, moderators and organizing committee

For August 2011 35 skaters, 26 coaches, 13 judges/technical panel officials from Sweden, Norway, Denmark, Finland and Iceland participated the camp.

The core of the team of moderators: Mr. and Mrs. Bartlett, Mr. Vedenin, Ms. Schelter, Ms. Laaksonen and Ms. Helpi were back for the fourth time to join the camp. Mr. Lakernik was participating to the team of moderators for the second time. Mr. Peter Gütter and Ms. Sissy Krick were also sharing their expertise during the camp. Mrs. Regina Jensen and Mrs. Valto were joining the team of moderators.

Table 7. The names and the expertises of the moderators.

Name	Expertise
Mr. Barry Bartlett	Planning
Mrs. Valerie Bartlett	Biomechanics + skill analysis
Mr. Alexander Vedenin	Technical Skills on ice
Ms. Anne Schleter	Technical Skills on ice
Mr. Peter Gütter	Technical Skills on ice
Ms. Leena Laaksonen	Theory and workshop for judges
Mr. Alexander Lakernik	Rules and Regulations
Ms. Lilli Helpi	Dance + Flexibility
Mrs. Sissy Krick	Components + feedback of programs
Mrs. Regina Jensen	Coach workshop
Mrs. Riina Valto	Agility

The organizing committee comprehended Mrs. Kaijomaa, Mrs. McLean, Ms. Järvinen, Ms. Åman, Mrs. Valto and Ms. Sairanen. Also Ms. Lotta Erpilä joined the organizing committee for this camp.

### **7.4.2 Budget**

Estimated budget for the seminar was 37,660 € with participants contribution for their travel and accommodation. The estimated amount of money that was to be used in facilities was 4,350 €. This covered the ice time (12 hours per day) and the use of classrooms, auditorium, office at the ice rink and off-ice facilities e.g. the gym. 18,070 € was the estimated budget for presenters fees. From this budget, 5,400 € was supposed to use for presenters' travelling costs. The presenters' accommodations were estimated to cost 8,840 €. 1000 € was budget for office and first aid supplies.

### **7.4.3 Activities and Schedule**

From 17th until 21st of August 2011 the camp was held for the fourth time. The schedule (attachment 5.) was very different than in previous seminars.

Because of the focus of this seminar, there were fewer lectures and more individual meetings held. All the lectures were focusing on competition performance and the plan for it. Mr. Bartlett taught about how to prepare for a competition and how to debrief after the competition. He also had a lecture with the skaters where he talked about "Positives". Mrs. Bartlett focused on skill analysis and biomechanics in edges and turns. Both Bartletts had individual meetings with the coaches over viewing the annual training plan for the skater participating to the seminar.

Mrs. Lehtoviita revisited the coaches and the skaters sharing her expertise in the field of sport psychology. She held a lecture about controlling thoughts and stress, self talk and the flow-experience. She had also lectures for the skaters about the same subjects. Mr. Lakernik talked about the changes of the rules for the season 2011-2012 in his lecture. The coaches had a chance to ask him about other aspect of the rules and regulations. Mrs. Krick shared her thought of the figure skating components in a lecture. After the competition simulation, she gave feedback for all the skaters concerning their program.

For the fourth time Mr. Vedenin and Ms. Schelter shared their ideas on-ice and off-ice for the skaters and the coaches. Mr. Vedenin focused on technical elements and Ms. Schelter on basic skating skills. Mr. Gütter also held on-ice training for the skater and the coaches consisting technical elements of figure skating. Both technical element experts shared their examples of preparation practise before a competition. Also, Mrs. Valto shared an example of agility training and testing with the skaters and the coaches.

Ms. Laaksonen directed the judges and technical panel's seminar. Also, they had Mr. Lakernik sharing his expertise and Mrs. Jensen sharing her view of points as a coach.

With all of these lectures and workshops, the idea was to make the competition simulation even better for the skaters. The competition simulation was a place for the skater and the coach to apply new learned skills without any pressure. Each skater got to perform their short or long program. The evaluation from this program was made by Mrs. Krick later on.

#### **7.4.4 Evaluation**

The seminar was evaluated again carefully. The coached got to fill out the evaluation sheet that was given out for the fourth time. Also, they filled up an evaluation sheet similar to the one that evaluated moderators in May 2011 seminar. Three new moderators were evaluated this time. Mr. Gütter, Mrs. Krick and Mr. Lakernik were evaluated. Mr. Lakernik was evaluated once again due to the fact that the coaches had been changed a little bit from the last time than he joined the moderators' team. The basic information of the coaches was asked. By using the same scale than in previous evaluation sheet the coaches evaluated the three moderators' lectures and training session from following aspects: content, teaching methods, material (if applicable) and usability.

The first evaluation sheet was given out on Saturday and the second was filled during the wrap up session. Training diaries were filled up by the skaters for the fourth time.



## **8 Evaluation of the NDP seminars in 2010-2011**

The seminars were evaluated in different ways. There were three different evaluation sheets for the coaches to fill. The first evaluation sheet (attachment 6.) was filled with open questions and was focused on four different areas: general organization, presented subjects on ice, presented subjects off-ice and theory lessons. For each of these aspects the participant were asked to share their thoughts that been positive, negative and suggestions for improvement. This evaluation sheet was given to the coaches in each seminar. The second evaluation sheet (attachment 7.) was given only once in August 2010. The evaluation sheet was focusing on the coaches opinions of the lectures and their own coaching routines. The third evaluation sheet (attahcment 8.) focused on the coaches' opinion about the moderators and their lectures. The third evaluation sheet was given during a wrap up session in May 2011 and in August 2011. The sheet was altered a bit after May 2011 due to changes in moderators' team. This thesis fill focus on the results of the third evaluation sheet as a marker of a successful project. The results will be examined with following questions:

1. What are the average grades for each moderator in following aspects: content of lecture(s), teaching methods, material (if applicable) and usability of the taught knowledge?
2. What are the minimum and the maximum grade for each moderator in the same aspects?
3. What was the overall division between the grades?

### **8.1 Results of May 2011**

In May 2011, 29 coaches filled out the evaluation sheet. 83 % of these coaches were females and 17 % males. The age ranged from 19 year old to 72 year old. The average age was 37 years. The average number of coaching years was 19 years. The minimum number of coaching years was five years. 50 years was the maximum years of coaching. From these coaching years, 11 years was an average number of coaching in high

performance level. One coach didn't have any coaching experience and three coaches haven't coached in high performance level.

There were 1500 answers given out of possible 1792 answers. 292 grades weren't given due to participants' absence or there was no material. Grade five was given 1031 times (~69 %) out of possible 1500. The number four was mentioned 277 times (~18%). The total of 'threes' was 96 (~6 %). 25 times (~2%) was the moderators and their lectures evaluated with grade two. The lowest grade, number one, was given 17 times (~1%). 54 times (~3%) the participants didn't know how to evaluate.

Attachment 8. indicates that Mr. Barry Bartlett's lectures' were evaluated from three to five in all areas. The average number of the content was 4,79. His teaching methods were graded with average of 4,75. 4,71 was his average number of his material. Overall, his lectures' usability was graded with an average of 4,71. Mrs. Bartlett's lectures were evaluated with an content average of 4,63. Her teaching methods got an average of 4,54. The same number was her average in her given material. 4,57 was the grade for her lectures' overall usability. Her lectures' grades varied from one to five.

Ms. Schelter was evaluated with numbers from four to five. The average grade for her content was 4,81. Her teaching methods were evaluated with an average of 4,96. The average grade 4,91 she got for her material and the average grade of her knowledge's usability was 4,93. Mr. Vedenin was grade with an average of 4,71 for his lectures' content. 4,39 was the average grade for his teaching methods. His material was evaluated with an average of 4,67. The usability of his knowledge was grade with an average of 4,71. Overall, he got grade with numbers from three to five.

Ms. Helpi's lectures were evaluated with grades from three to five. The average grade for her content was 4,89. The number of 4,93 was her average in teaching methods. Her material was graded with an average of 4,9. The usability of her knowledge was evaluated with an average of 4,82.

Mr. Sato's content was evaluated with an average of 4,6. His teaching methods were graded with an average of 4,55. 4,43 was the average number for his material. The usability of his knowledge was grade with 4,6. Overall, he got graded with numbers from three to five. Mr. Johansson got graded with numbers from two to five. His content was evaluated with an average of 4,71. The same average number he got for his teaching methods. 4,6 was his average of his material in the evaluation. 4,43 was the average number of his lectures' overall usability.

Mr. Orser got grades from three to five. His content was graded with an average of 4,69. 4,85 was his average in his teaching methods. His material was evaluated with an average of 4,79. Finally, his lecture's overall usability was graded with an average of 4,81.

Overall, Mrs. Saarnia was evaluated with numbers from two to five. Her content was graded with an average of 4,28. Her teaching methods got an average of 4,11. 3,95 was the average number for the material provided by her and the usability of her knowledge was graded with an average of 4,26. Mrs. Lehtoviita on the other hand was graded with numbers from one to five. Her average grade for her lecture's content was 4,19. 4,33 was the average for her teaching methods. Her material was evaluated with an average of 4,23. The usability of her knowledge was graded with an average of 4,3.

Mr. Uusikylä got an average of 3,12 for his content. His teaching methods were evaluated with an average of 2,56. 2,88 was the average number for his material. His knowledge's usability was graded with an average of 2,53. Overall, his lecture was evaluated from one to five. Mrs. Lundahl was evaluated with numbers from three to five. Her content was graded with an average of 4,71. her teaching methods was graded with the same average. Her material and usability of the knowledge were both evaluated with an average of 4,53.

4,89 was the average for Ms. Laaksonen's lecture's content and the usability of her knowledge. For her teaching methods she got an average of 4,67. 4,75 was the average number for her material. Overall, she got numbers from three to five. Mr. Lakernik was given numbers from four to five. His content was evaluated with an average of 4,9.

4,75 was the average of his teaching methods. His material was graded with an average of 4,88. The usability of the knowledge was graded with an average of 4,85.

Mr. Saarelainen was evaluated with numbers from three to five. He got an average of 4,81 for his content of the lectures. His teaching methods were evaluated with an average of 4,65. 4,82 was the average of his material and the usability of his knowledge was evaluated with an average of 4,81. Mrs. Uotila-Kraatz's content of the lectures were evaluated with an average of 4,74. 4,67 was the average of her teaching methods. Her material was evaluated with an average of 4,56. Her knowledge's usability was graded with an average of 4,74. Overall, she got evaluated with numbers from three to five.

## **8.2 Results of August 2011**

In August 2011, 23 coaches filled out the evaluation sheet (attachment 9.). 78 % of those were female and 22 % were males. The average age of the coaches age was 39,6 years old ranging from 19 year old to 72 year old. The coaches had coaching years in an average of 18 years ranging from 3 to 50 years. 12 years of was the average of the coaches coaching in a high performance level. One coach didn't have any experience in coaching in high level and one coach had been coaching in high level for 45 years.

Overall, there were 262 answers given out of possible 276. 14 grades weren't given due to participants' absence or there was no material. 175 of 262 (~69 %) got the highest possible grade (5). 59 times (~23%) the answer was number four. Number three was mentioned 19 times (~7%). No-one graded with numbers two or one. Eight times (~3%) the participants didn't know how to answer.

Mr. Grütter was evaluated with numbers from three to five. 4,57 was the average of his lectures' content. His teaching methods was graded with an average of 4,65. His material was evaluated to be 4,58 in an average. The usability of his knowledge was evaluated with an average of 4,57. Mr. Lakernik was evaluated one again on this evaluation sheet. His average for his lecture's content was 4,78. 4,6 was his average in

teaching methods. His material was graded with an average of 4,35. 4,74 was the average for his knowledge's usability. Overall, he got numbers from three to five.

Mrs. Krick was graded with numbers from three to five. The content of her lectures was evaluated with an average of 4,74. 4,48 was the average of her teaching methods. 4,5 was the average for her material. Finally, the usability of her knowledge was evaluated with an average of 4,74.

## 9 Discussion

The main idea of this thesis was to share how the ISU NDP seminars were organized in 2010-2011 and what were the participant coaches' opinions about the seminars.

### 9.1 Conclusion of NDP seminars in 2010-2011

The participant coaches were very pleased to the seminars. The results of the evaluations were remarkable. The total average of all given averages was 4,53 in May 2011 and was 4,61 in August 2011. The percentage divisions in given numbers were also fantastic. In May 2011 the percentage of given "fives" was 69 % of all given numbers and the percentage of given "fours" was 18 % of all given numbers. In August 2011 the percentage of "fives" from all the given numbers was again 69 %. This time the percentage of given "fours" was a bit higher than in May 2011. It was 23 % of all given numbers. Due to the evaluations of the moderators as individuals, the organization team had a great opportunity to see if the content and invited moderators met the "needs and wants" of the participants. Every moderator in each category had similar averages. The highest average was 4,93 and the lowest average was 2,56. Most of the averages were above four. This means that all the moderators have been essential to this project according to the coaches.

In the evaluation sheet there was also the part where the coaches had a change to write down one 'Pearl' of these seminars. Some of these pearls were quotations of moderators' words. Mrs. Orser's "Speed for free" and "Use common sense" were as quoted as Mr. Sato's "Don't teach too much.. there are limitations to what you can teach", Mr. Bartlett's "It's not what you know, it's what you do with what you know" and Mr. Grütter's "Speed is an element of balance". Some of the pearls were individual moderators. The discussions with the moderators and colleagues were often mentioned as well.

The evaluation sheet itself (attachment 8 &9) was very well planned. It's specific and it will be useful in the next seminars as well. Due to the fact that the evaluation sheets were filled during a wrap up sessions, the percentages of returned evaluation sheets

were great. Some of the coaches had a hard time remembering an instruction when filling out the evaluation sheet. It was "Don't fill up anything if that specific moderator didn't have any material for you." Also, it would have been easier for the participants to fill this questionnaire after each seminar instead of trying to remember what happened one and a half year ago.

In the evaluation sheet (attachment 6.) which was filled out in all the seminars, the comments overall were very positive. The coaches were very grateful for all the on-ice and off-ice lessons with the on/off ice experts as well as all the lectures with several moderators with a great knowledge of their expertise. Coaches felt that the first two seminars' timetables were quite limited and tight. Muhonen & Heikkinen (2003, 134.) said that each time you can learn something for the future. This is what the organization committee did. They solved this problem and the seminars' schedules for 2011 were much more pleasant for the participants.

The evaluation sheet (attachment 7.) which was given out in May 2010 had fewer answers. The questionnaire was well planned. However, it took an hour to answer to it. It was given out on a Saturday night after a long week, so not everyone was eager to fill it. Those who did answer to the questionnaire gave a lot of positive feedback from the seminars. For the question: "Write down 3-5 areas, relating to the lectures about planning, that were the most beneficial to your coaching" a Finnish coach answered: "I have done season plans very much like what Mr. Bartlett teaches. However, now each phase and the length of the phases are clearer to me. This gives a lot more confidence. The most useful thing that he taught about was different exercises and how to include them into the different phases of the season. I got good tips for speed endurance exercises that are perfect for a figure skater." Another coach answered to a similar question about skill analysis as follows: "I believe that it's important to detect that there are clear rules that apply to all movement. You can teach technique when you know what and how you're teaching. Of course, you need to adjust some things for the skater, but the base is created by the principals. Going through different elements with pictures during the lessons really clarified some of my own principles of an element and gave confidence to my daily work as a coach."

Money is always an issue when organizing a project and seminars. Budgeting was very well done for each seminar. The organizing committee was very happy to see the enthusiasm that the Nordic countries have for this project. In spite the fact, this project and these seminars are depending on the foundation from the ISU. The support that the ISU has given to this project is enormous but very much needed for the development of Novice skaters, their coaches and judges in Nordic countries.

A Norwegian event consultant Elling Hamson (Markkinointi&Mainonta 2008) states that the only reason for organizing an event is to change participants' behavior. This kind of project with educational seminars is exactly what Nordic countries need and want. One interesting area of research would be the changes of these coaches knowledge and how it has been affected on their work as a coach.

## **9.2 Being a part of the organizing committee**

I was assigned to be a part of the organizing team by Mrs. Valto and Mrs. Kaijomaa in February 2010. I was really excited to have this kind of opportunity to be a part of this unique project. As a young figure skating coach, I knew that being part of this project will be a huge eye opener for me. Before the first seminars in May 2010, I assisted the organizing committee with general arrangements such as timetables, setting up the office and IT solutions. For the seminars, I was entitled to the host.

During the first seminar, I was as thrilled as the other participants to meet new people. Most of all, I was an assistant to the moderators in the class room settings. It was just fantastic to hear all the experts talking about their expertise with a great passion. For my own interest, I decided to film all the lectures as notes for myself. My plan was to summaries all the lectures on paper. In addition I was a helping hand where ever needed. I also got a change to create the first evaluation sheet. Making that evaluation sheet made me realize how much I want to make a small study in the future about these seminars as a thesis for my Bachelor Degree. Overall, the first seminar for me was amazing even though we had a very tight schedule.



The second seminar was as amazing as in May. I continued to be the host and the assistant in the class rooms. I was very eager to hear the lectures again and so were the participating coaches. For me, the coaches were really excited to come back in Vierumäki for this project. Before the seminar started I created the second evaluation sheet. I thought that collecting data about the coaches work routines and their opinions of the lectures will help the organizing committee and the participating coaches in the future. Organizing committee will get feedback on the selection of the moderators. Participating coaches will have a better idea of what they have learned and what kind of work routines they have. This will help them to create the main aim: development plan for 10-13 year old skaters. However, timing was poor. The evaluation sheet was given on Saturday night after a long week. Only three of the coaches were interested to fill an evaluation sheet that would take an hour to fill. Overall, those three filled evaluation sheets were valuable, but I decided that in the future I will do an evaluation sheet that is specific and easy to fill.

Before the third and the fourth seminar, I helped out with organizing the seminars. I also created the third evaluation sheet that would also be a part of my thesis. The seminars didn't have to tight schedule this time. Also, the content was a bit different. It was great to see how the project has gone forward and not just stayed in one place. The moderators were using more time to teach individuals and not a big group in a class room. The skaters had gone forward. The organizing committee really did a great job in setting up a schedule that wasn't too tight like in 2010. My third evaluation sheet was a huge success and the number of returned sheets was great.

As an assistant/host for the seminars in 2010-2011, it was a great pleasure to be part of this project that hopefully will continue for next couple of years. I learned so much from this experience. First of all, it was great to learn how these kinds of seminars are organized. The second part of my learning would be the creation of evaluation sheets. However, the biggest part of my learning during these seminars I got from all the participants. The moderators gave me so much new information that I will apply to my own coaching. Especially, I would like to thank Mr. and Mrs. Bartlett and all the high level coaches that gave me an understanding what does it take to be a high level figure skating coach. The participating coaches were a great reflection of different kind of

figure skating coaches. From them I learned about cultural differences on and off-ice in Nordic countries. The skaters showed me how much commitment you need to have in order to be in high level as a skater. All the other participants just made me convinced that this kind of project is highly important to the development of figure skating in Nordic countries.

I felt that the seminars were a huge success and a great start for this project. It was well planned and organized. The coaches' "need and wants" were met in these seminars as well as the skaters' and the judges'. I believe that this will help the coaches to deliver the main aim of the project. As mentioned earlier I filmed almost all the lectures that the coaches had, for the purpose of documentation, future development of this project and also for my own interest and for developing myself as a figure skating coach. After this, I summarized the lectures on a paper which are attached to this thesis.

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# Attachments

## Attachment 1. A Modified table for budget planning

Fixed expenses		Overall Tot.		Varying expenses		Overall Tot.		Difference %	
<b>1. Venue</b>				<b>1. Participants</b>					
Facilities				Bag and nametag					
Audio-visual equipment				Cafeteria					
Translator				Opening buffet					
Assisting staff				Registration fee					
Guides and decoration				= withdrawal expenses					
Phone, fax, ADP				Banquet					
Exhibition material				Other expenses					
<b>2. Planning and material</b>				Transportation					
Logo and image				<b>2. Company</b>					
Brochure				Nametag and material					
Leaflet				Cafeteria					
Abstract				Opening buffet					
Proceedings – book				Registration fee					
Forms and envelopes				= company expenses					
Posters				Banquet					
<b>3. Marketing and announcements</b>				Sightseeing tour					
Press conference				Transportation					
Postage				<b>Total of varying expenses</b>					
Announcements									
Website									
Congress leaflet				<b>Total of fixed and varying expenses</b>					
<b>4. Lecturer expenses</b>									
Fees									
Daily allowance									
Transportation / foreign countries									
Transportation / home-country									
Accommodation									
Cafeteria									
Other expenses									
<b>Supported participants and organizing committee</b>									
<b>5. organizing committee</b>									
Transportation / foreign countries									
Transportation / home-country									
Accommodation									
Cafeteria									
Other expenses									
<b>6. Administration</b>									
Secretary									
PCO office									
Office expenses									
Bank expenses									
<b>Total of fixed expenses</b>				<b>Total of incomes</b>					
				<b>Residue / shortage</b>					

Varying expenses		Overall	Tot.	Difference %	Incomes	Overall	Tot.	Difference %
<b>1. Participants</b>					<b>1. Financial assistance</b>			
Bag and nametag					City			
Cafeteria					Other sources			
Opening buffet					Incomes from the exhibition			
Registration fee					Commission of traveling agency			
= withdrawal expenses					<b>2. Fees</b>			
Banquet					Participants			
Other expenses					Company			
Transportation					Banquet			
<b>2. Company</b>					Concert 16 €			
Nametag and material					Cruise 42 €			
Cafeteria					<b>Total of incomes</b>			
Opening buffet								
Registration fee								
= company expenses								
Banquet								
Sightseeing tour								
Transportation								
<b>Total of varying expenses</b>								
<b>Total of fixed and varying expenses</b>					<b>Residue /shortage</b>			

## Attachment 2. Timetable for seminar in May 2010

### TUESDAY, May 11 , 2010

RINK 1	RINK 2	Gymnasium /Ball Hall	Sports Hall	Auditorium	Lecture Room	Kaskela Dinning Hall or Other Room
15:00						Arrival of Participants  Registration at Ice Rink (office)
16:00						
17:00						17:00-19:00 Welcome Dinner Vanha Sali
18:00						
19:00					Welcome 18:45	
					19:00-19:50 15 Planning (B.B) Coach	
20:00		20:00-20:45 BH Fun activity & all skaters introduction			20:00-20:50 15 (A.S)	
21:00					21.00-21.50 15 Technical (A.V) Coach	21:00-22.30 Evening Snack
22:00						

**WEDNESDAY , May 12 , 2010**

	RINK 1	RINK 2	Gymnasium /Ball Hall	Sports Hall	Auditorium	Lecture Room	Kaskela Dinning Hall or Other Room
07:00							7:00-9:00 Breakfast
08:00	8:00-9:00 Edge Class (A.S) Skater 1 & 2				08:00 - 09:15 Planning (B.B) Coach		
09:00	9:00-10:00 Edge Class (A.S) Skater 3 & 4			09:15-10.15 WR Strength training Skater 2 & coach (K.L)	09:15-10.15 Planning (B.B) Coach 3 & 4		
10:00	10:10 – 11:00 Technical (N.S) Skater 1			10:15-11:15 WR Strength training Skater 3 & coach (K.L)			
11:00	11:15-12:15 Technical (N.S) Skater 2			11:15-12:15 WR Strength training Skater 1 & coach (K.L)			11:30 - 14:00 Lunch
12:00				12:15-13:15 WR Strength training Skater 4 & coach (K.L)			
13:00	12:30-13:30 Technical (N.S) Skater 3			13:15 – 14.15 TC Fitness Testing Skater 1 & Coach			
14:00	13:30-14:15 Technical (A.V)) Coach 3 & 4			14.15-15.15 TC Fitness Testing Skater 2 & Coach			
15:00	14:30-15:30 Technical (N.S) Skater 4			15:15 – 16.15 TC Fitness Testing Skater 3 Coach			
16:00	15:30-16:15 Technical (A.V) Coach 1 & 2			16.15-17.15 TC Fitness Testing Skater 4 Coach		16:30-17:30 Biomechanics (V.B) Ilkka 25 Coach 1 & 2	16:30-20:00 Dinner
17:00							
18:00					18:30-19:30 Planning (B.B)	18.30-19.30 Biomechanics (V.B) Ilkka 25 Coach 3 & 4	
19:00					Coach 1 & 2 19:35-20:30 (A.S) Coach		
20:00					20:35-21:35 Skill Analysis (V.B) Coach		20:30-21:00 Activity-Swimming
21:00					21:40 ->Ilkka/pihkala Case Studies Coach		21:00-22:00 Evening Snack
22:00							



# THURSDAY , May 13 , 2010

	RINK 1	RINK 2	Gymnasium /Ball Hall	Sports Hall	Auditorium	Lecture Room	Kaskela Dinning Hall or Other Room
07:00							7:00-9:00 Breakfast
08:00					07:45 - 09:15 Planning (B.B) Coach		
	8:30-9:45 Edge Class (A.S) Skater 3 & 4		8:30-9:30 Arena Flex/Dance (L.H) Skater 1 & 2				
09:00						09:20 – 10:30 14 Biomechanics (V.B) Coach	
10:00	10:00 -11.15 Edge Class (A.S) Skater 1 & 2		10:15 -11.15 Arena Flex/Dance (L.H) Skater 3 & 4				
11:00							
	11:30 – 12:40 Technical (A.V) Skater 3 & C	11:30 – 12:40 Technical (N.S) Skater 4 & C		11:30 - 12:40 Planning (B.B) Coach 1 & 2 Back strech /jumping area			11:30 - 14:00 Lunch
12:00	12:10-12:40 (V.B) Skill Analysis, C 3 & 4					12:00-13:30 14 Lesson (L.L) Technical panel	
13:00							
				13:45 - 14:55 Planning (B.B) Coach 3 & 4 Back strech /jumping area			
14:00	14:00 – 15:10 Technical (A.V) Skater 1 & C	14:00 – 15:10 Technical (N.S) Skater 2 & C					
	14:40-15:10 (V.B) Skill Analysis, C 1 & 2						
15:00	15:15-16:00 Edge Class (A.S) Coach 1 & 2	15:15-16:00 Technical (A.V) Coach 3 & 4					
16:00							16:00-20:00 Dinner
17:00	17:00-17.45 Spins (N.S) Skater 3 & 4		17:00-18:00 Arena Off-ice (AV) Skater 1 & 2		17:30-18:30 Talent ID Kari Uusikylä Coach		
18:00			18:15-19:15 Arena Off-ice (AV) Skater 3 & 4				
	18.30-19.15 Spins (N.S) Skater 1 & 2				18:45-19:30 A.S Coach		
19:00					19:40-20:50 Biomechanics (VB) Coach Technical panel		19:45 – 21.00 Fun Activity Swimming Skaters
20:00							
21:00					21:00 -> Ilkka/Pihkala Case Studies Coach		21:00-22:00 Evening Snack
22:00							

**FRIDAY , May 14 , 2010**

	RINK 1	RINK 2	Gymnasium /Ball Hall	Sports Hall	Auditorium	Lecture Room	Kaskela Dinning Hall or Other Room
07:00							7:00-9:00 Breakfast
08:00	8:00-9:00 Technical (A.V) Coach 1 & 2	08:00 – 09:00 Edge Class (A.S) Coach 3 & 4	08:00 – 09:00 BH Flex/Dance (L.H) Skater 1 & 2			08:00 – 09:00 15 Lesson (L.L) Technical panel	
09:00							
	09:30 – 10:30 Technical (A.V) Skater 2	09:30 – 10:30 Technical (N.S) Skater 1	09:30 – 10:30 BH Flex/Dance (L.H) Skater 3 & 4		9:15-10:45 Planning (B.B) Coach		
10:00							
	10:50 – 11:50 Technical (A.V) Skater 4	10:50 – 11:50 Technical (N.S) Skater 3			10:50-12:00 Biomechanics (V.B) Coach		
11:00							11:30 - 14:00 Lunch
12:00	12:00-13:00 Edge Class (A.S) Skater 1						
13:00	13:00 – 14:00 Edge Class (A.S) Skater 3		13:00 – 14:00 BH Planning (B.B) Coach 1 & 2				
14:00							
	14:10 – 15:10 Technical (A.V) Skater 1 & C	14:10 – 15:10 Technical (N.S) Skater 2 & C	14:10-15:10 BH Planning (B.B) Coach 3 & 4			14:30-16:00 15 Lesson (L.L) Technical panel	
15:00							
	15:20 – 16:20 Technical (A.V) Skater 3 & C	15:20 – 16:20 Technical (N.S) Skater 4 & C					
16:00							
	16:30-17:30 Edge Class (A.S) Skater 2						16:00-20:00 Dinner
17:00							
	17:30 – 18.30 Edge Class (A.S) Skater 4					17:30 – 18:20 14 Biomechanics (V.B) Coach	
18:00			18:00-18:45 Gymnasium Off-ice (AV) Skater 1 & 2		18:30- 19.45 Nutrition (P.S) Coach		
			18:50-19:35 Gymnasium Off-ice (AV) Skater 3 & 4				
19:00							
					19:45-20:45 Test results (H.H) Coach	19:45-20:15 14 Nutrition (P.S) Team leaders & Skaters	20:15-21:00 Skaters Fun Activity Swimming
20:00							
21:00					21:00 -> Ilkka/Pihkala Case Studies Coach		21:00-22:00 Evening Snack
22:00							

# SATURDAY , May 15 , 2010

	RINK 1	RINK 2	Gymnasium /Ball Hall	Sports Hall	Auditorium	Lecture Room	Kaskela Dinning Hall or Other Room
07:00							7:00-9:00 Breakfast
08:00	08:00-09:00 Edge Class (A.S) Coach 3 & 4	08:00-09:00 Skill Analysis (N.S) & (V.B) Skater 1 & 2 & C					
09:00	09:00-10:00 Edge Class (A.S) Skater 1 & 2			09:00-10:00 C1 Flex/Dance (L.H) Skater 3 & 4	09:15-10:15 Coaches (N.S)		
10:00							
	10:30-11:30 Technical (A.V) Skater 4 & C	10:30-11:30 Technical (N.S) Skater 3 + C			10:15 – 11:15 C2 Flex/Dance (L.H) Skater 1 & 2		
11:00							11:30 – 14:00 Lunch
	11:30 – 12:30 Technical (A.V) Skater 2 & C	11:30 – 12:30 Technical (N.S) Skater 1 + C			11:45-12:45 14 Planning (B.B) Coach 3 & 4		
12:00							
13:00							
	13:30-14:30 Edge Class (A.S) Coach 1 & 2	13:40-14:30 Skill Analysis (N.S) & (V.B) Skater 3 & 4 & C					
14:00							
	14:30 – 15:30 Edge Class (A.S) Skater 3 & 4					14:45-15:45 14 Planning (B.B) Coach 1 & 2	
15:00							
	15:45 – 16:30 Technical (A.V) Coach 3 & 4					16:00-20:00 Dinner	
16:00	16:30 – 17:15 Technical (A.V) Coach 1 & 2						
17:00							
18:00					18:15-19:00 Off-ice (N.S) Skater 3 & 4 & C		
19:00					19:00-19:45 Off-ice (N.S) Skater 1 & 2 & C Back strech		
20:00					20:00-21:00 Biomechanics (V.B) Coach		19:45 - 20:45 Skaters Fun Activity
21:00					21:00 → Ilkka Evaluation and round up Presenters, Coaches, Team Leaders/Managers		21:00-22:00 Evening Snack
22:00							

# SUNDAY , May 16 , 2010

	RINK 1	RINK 2	Gymnasium /Ball Hall	Sports Hall	Auditorium	Lecture Room	Kaskela Dinning Hall or Other Room
07:00							7:00-9:00 Breakfast
08:00	08:00-9:00 Technical (A.V) Skater 3	08:00-9:00 Technical (N.S) Skater 4			7:45-9:00 Planning (B.B) Coach		
09:00	09:00 - 10:00 Technical (A.V) Skater 1	09:00 - 10:00 Technical (N.S) Skater 2			09:05 – 10:30 Skill Analysis (V.B) Coach		
10:00	10:00-11:00 Edge Class (A.S) Skater 3 & 4						
11:00	11:00-12:00 Edge Class (A.S) Skater 1 & 2				10:45-11:45 Choreography Coach (MM & VH)		11:30 - 13:30 Lunch
12:00							
13:00			12:45-13:45 BH Flexibility in off-ice practise (L.H) Coach				
14:00							
15:00				Participants Depart BUS #1 15:00			
16:00							
17:00							
18:00							
19:00							
20:00							
21:00							
22:00							

### Attachment 3. Timetable for seminar in August 2010

Wednesday August 18th 2010							
RINK 1	RINK 2	Areena	Sports Hall	Ilka	Lecture Room	Kaskela/Wanh asali	
15:00						Arrival of Participants  Registration at Ice Rink (office)	
16:00							
17:00							
18:00							
						18:45-19:00 Nutrition Coaches	
19:00			LH 19:00-19:40 Dance Skater 3&4	19:00-19:45 Skater 1 &2 Nutrition		19:10-20:10 B.B & VB Planning Skill analysis	
20:00			LH 19:50-20:30 Dance Skater 1&2	19:45-20:30 Skater 3 & 4 Nutrition		20:20-21:45 BB Identified Changes	
21:00				21:00 Team Leaders Meeting		Coaches	
22:00							

Thursday August 19th 2010							
RINK 1	RINK 2	Areena	Sports Hall	Ilkka	Lecture Room	Kaskela/Wanh asali	
07:00							7:00-9:00 Breakfast
08:00	8:00-8:50 AS Skater 1&2				7:45-9:00 BB Conditioning Coaches		
09:00	9:00-9:50 AS Skater 3&4				9:00-9:50 VB Skill analysis Coaches		
10:00	10:10-11:00 AS Coaches						
11:00	11:00-11:50 Skater 2 Coaches PJ						11:30 - 14:00 Lunch
12:00	12:00-12:50 Skater 4 Coaches PJ						
13:00	12:20-13:10 Skater 3 Coaches AV				12:45-13:45 Skill analysis Coaches 1&2 VB		
14:00	14:00-14:50 Skater 2 Coaches AV	14:15-15:05 Skater 1 Coaches PJ			13:45-14:45 Skill analysis Coaches 3&4 VB		
15:00	15:00-15:50 Skater 4 Coaches AV	15:15-16:05 Skater 3 Coaches PJ	15:30-16:45 Flex. LL Skater 1&2 Coach		15:30-16:00 Judae/TP -welcome LL		
16:00	16:15-17:00 Judges TP AS		16:45-18:00 Flex, LL Skater 3&4 Coach				16:15-20:00 Dinner
17:00							
18:00					Mr. Lakernik 18:15-19:45 Judges, TP Coaches Rules 2010-2011		
19:00							
20:00			20:00-21:00 BB Skater 3&4	20:00-20:45 LL			

Friday August 20th 2010							
	RINK 1	RINK 2	Areena	Sports Hall	Ilkka	Lecture Room	Kaskela/Wanh asali
07:00							7:00-9:00 Breakfast
08:00		8.00-9.30 Leena Laaksonen Mr. Vedenin Spins					
09:00		Skaters 1&2 Coaches, judges, tp					
				9.40-10.35 BB Coach 3 &4 Lecture Room	9.40-10.35 VB Skill Analysis Coach 1&2		
10:00				10:40-11.35 BB Coach 1&2 Lecture Room	10:40-11.35 VB Skill Analysis Coach 3&4	10.00-11.00 Mr. Lakernik Open Questions Judges, TP	
11:00						11.15-12.15 AS Skating skills Judges, TP	
		11.40-12.30 AV Skater 3 + C					11:30 - 14:00 Lunch
12:00		12.10-13.00 Skater 2 + C					
		12.40-13.30 Skater 4 + C					
13:00		13.10-14.00 PJ Skater 1 + C				13.15-14.15 VB Biomechanics Spins Judges, TP	
14:00		14.10-15.00 PJ Skater 3 + C		14.30-15.20 AV Skater 1&2 Coaches			
15:00	15.00-15.50 AS Judge – TP	15.10-16.00 PJ Skater 4 + C					
16:00		16.30-17.20 AS Coach 1+2		16.30-17.20 AV Skater 3&4 Coaches			16:00-20:00 Dinner
17:00		17.30-18.20 AS Skater 1&2					
18:00		18.40-19.20 AS Skater 3&4			18.00-19.30 Mr. Lakernik Leena Laaksonen Judges TP Lecture Room		
19:00						18.45-19.45 PJ Coaches Lecture Room	
20:00						19.50-21.50 Coaches Panel Discussion	20:00 Activity Swimming
21:00							21:00-22:00 Evening Snack

# Saturday August 21st 2010

RINK 1		RINK 2	Areena	Sports Hall	Auditorium	Media Centre	Kaskela/Wanh asali
07:00							7:00-9:00 Breakfast
		7.50-7.50 Mr. Vedenin + LL Skaters 3&4 Coaches, judges, tp					
08:00							
09:00							
					9.15-10.15 Mr. Lakernik /LL Steps Judges TP	9.15-10.30 Dartfish Coach 3 Nieminen, Valto VB	
10:00							
		10.40-11.30 AS Skater 3 &4 C					
11:00					10.30-11.45 Mr. Lakernik Open Questions Coaches, judges, tp		
	11.30-12.20 PJ Skater 4 + C	11.40-12.30 AS Skater 1&2 C					11:30 - 14:00 Lunch
12:00							
	12.30-13.20 PJ Skater 3 + C						12.30-13.45 Dartfish Coach 2 Nieminen, Valto VB
13:00							13.45-15.00 Dartfish Coach 4 Nieminen, Valto VB
	13.30-14.20 AV Skater 1 + C						
14:00							
	14.30-15.20 AV Skater 2 + C	14.40-15.30 PJ Skater 1 + C + judges , tp					
15:00							
	15.30-16.20 AS Coach 3&4	15.40-16.30 PJ Skater 2 + C					15.30-16.45 Dartfish Coach 1 Nieminen, Valto VB
16:00							16:00-20:00 Dinner
			16.30-17.15 AV Off-ice Skater 3&4 + C 17.15-18.00 AV Off-ice Skater 1&2 + C		16.30-17.30 LL Lecture Room Judges TP		
17:00							
18:00							
19:00	19.00-20.00 BB Skater 1&2 All Coaches					19.00-20.00 AS Judge, TP	
20:00							
						20.30-22.00 BB	
21:00						Panel Discussion	



SUNDAY August 22nd 2010							
	RINK 1	RINK 2	Areena	Sports Hall	Auditorium	Lecture Room	Kaskela/Wanh asali
07:00							7:00-9:00 Breakfast
		7.40-8.30 AV Skater 4 + C					
08:00	8.00-8.50 PJ Skater 1 + C	8.40-9.30 AV Skater 3 + C					
09:00	9.00-10.00 VB Skill Analysis Skater 1&2 Coach						
10:00	10.10-11.00 PJ Skater 2 + C				10.00-11.00 AV Coach 3&4		
11:00	11.10-12.10 VB Skill Analysis Skater 3&4 Coach				11.10-12.10 AV Coach 1&2		
						11.30-13.00 LL Lecture Room	11:30 - 13:30 Lunch
12:00	12.30-13.30 AS Skaters Ice Theatre					Judges, TP	
					12.30-13.00 All-round up		
13:00							
14:00							
15:00							
16:00							

## Attachment 4. Timetable for seminar in May 2011

Tuesday, May 10th 2011						
ICE Practice	Ball Hall	Gymnasium	Sports Hall	Juurtola 11	Lecture Room	Kaskela
12:00			Testing Iceland 12:00-13:30	Bus Leaves from Airport 12:00  Arrival of Participants  Registration at Ice Rink (office)  From 14:00		
13:00			Testing Finland			
14:00			13:30-15:00			
15:00				15:00-16:00 All coaches M.U-K Juurtola 11		
16:00		16:15-17:15 Dance-Non-test skaters M.U-K Swe-Den- Nor Arena- Mirror rm.	Testing-16:30-17:00 Iceland-Finland	16:15-17:15 All coaches Mental Training TL Juurtola 11		Dinner 16:15-21:00
17:00						
18:00		18:15-19:15 Relaxation- TL Nor, Swe, Den		18:00-19:00 Official opening Coaches+ Presenters VB Juurtola 11		
19:00		19:30-20:30 Relaxation-TL Ice, Fin		19:10-21:10 All coaches BB		
20:00						
21:00				Juurtola 11		Ev. Snack 21:00-22:00 (Meeting- P Ms)
22:00						

Wednesday, May 11th 2011							
ICE Practice	Arena - Mirror Room	Gymnasium	Sports Hall	Juurtola	Lecture Room	Kaskela	
7:00						7:00-9:00 Breakfast	
8:00	08:15-09:15 Dance/Choreo FIN, ICE		08:00-09:15 Testing NOR	08:00-09:00 All coaches BB	08:00-09:00 Mental Training TL Skater DEN, SWE Juurtola 9		
9:00	M.U-K - Mirror Room		09:15-11:00 Testing DEN, SWE	09:00-10:45 All coaches VB Juurtola 11	09:30-10:30 Mental Training TL FIN, ICE, NOR Juurtola 9	11:30 - 14:00 Lunch	
10:00							
11:00				11:00-12:00 All coaches Mental Training TL Juurtola 11			
12:00						16:30-20:00 Dinner	
	12:30-13:20 Skater 1 & 2			12:45-14:10 All coaches BB Juurtola 11			
13:00	AS						
	13:30-14:20 Skater 3 & 4						
14:00	AS						
	14:30-15:20 Skater 1	14:15-15:00 Skater 2 Interpretation M.U-K		14:30-15:30 Coaches 3 & 4 AS Juurtola 11			
15:00	BO Axel - Loop						
	15:30-16:20 Skater 2						
16:00	BO Salchow-Toe Loop	15:45-16:30 Skater 1 Interpretation M.U-K					
	16:30-17:20 Skater 3			16:30-17:30 Coaches 1 & 2 AS Juurtola 11			
17:00	BO Axel - Loop						
	17:30-18:20 Skater 4						
18:00	BO Salchow-Toe Loop						
	18:30-19:20 VB All coaches-Skill Analysis						
19:00	Skaters 1&2 (Not running) FIN, ICE						
	19:30-20:20 Skater 3 & 4 (Not running)		19:30-20:00 Testing DEN-SWE-NOR				
20:00	M.U-K 20:30-21:30 All coaches						
21:00	M.U-K						
22:00						21:00-22:00 Ev. Snack & P Ms & BB	

Thursday, May 12th 2011													
ICE Practice		Arena - Mirror Room		Gymnasium		Sports Hall		Sports Hall- Classroom 12		Lecture Room		Kaskela	
7:00											7:00-9:00 Breakfast		
8:00	08:00-08:50 Skater 1 & 2 M.U-K						08:00-09:00 All coaches VB						
9:00	09:00-09:50 Skater 3 & 4 AS						09:00-10:45 All coaches BB						
10:00	10:00-10:50 Skater 1 & 2 AS												
11:00	11:00-11:50 Skater 3 AV						11:00-12:00 Coach 1 & 2 BB		11:30 - 14:00 Lunch				
12:00	12:00-12:50 Skater 4 AV												
13:00	13:00-13:50 Skater 1 BO Flip - Lutz						13:30-14:30 Coach 3 & 4 BB						
14:00	14:00-14:50 Skater 2 BO Flip - Lutz												
15:00	15:00-15:50 All coaches M.U-K								15.00-16.30 Welcome & housekeeping JUGES LL				
16:00	16:00-16:50 Skater 3 & 4 AV-BO + VB Flying Spins		16:10-17:00 Dance Skater 1 & 2 M.U-K Mirror Rm		Berit: Cooperation- coaches and judges								
17:00	17:00-18:00 JUGES AV										16:00-20:00 Dinner		
18:00	18:10-19:00 Skater 1&2 JUGES AV-BO + VB Flying Spins		18:10-19.00 Dance Skater 3 & 4 M.U-K Mirror Rm										
19:00	19:10-20:00 All coaches AS & BO Transitions												
20:00	20:10-21:00 JUGES AV						20:15-21:15 All coaches Skill Analysis VB						
21:00											21:00-22:00 Ev. Snack & P Ms & BB		
22:00													

**Friday, 13th May 2011**

	ICE Practice	Ball hall	Gymnasium	Sports Hall	Auditorium	Lecture Room	Kaskela	
7:00							7:00-9:00 Breakfast	
8:00	08:00-08:50 Skater 1 & 2 AV steps				08:00-08:50 Coach 3 & 4 VB Lurtola 9			
9:00	09:00-09:50 Skater 3 & 4 AV steps				09:10-10:00 Coach 1 & 2 VB Lurtola 9	09:00-10:30 Anne Schelter JUDGES LL		
10:00	10:10-11:00 Skater 1 BO Jump Combos	10:30-11:30 Flexibility LH				10:00-11:30 Coach 4 Dartfish RV		
11:00	11:10-12:00 Skater 2 BO Jump Combos	Skater 3 & Coach Arena-Shooting 11.30-12:30 Flexibility LH				Media Centre 11:30-13:00 Coach 1	11:00-11:45 Lesson for judges JUDGES LL	11:00 - 14:00 Lunch
12:00	12:10-13:00 JUDGES AS	Skater 4 & Coach Aren -Mirror Rm. 12:45-13:45				Dartfish RV Media Centre		
13:00	13:10-14:00 Skater 3 AV	Flexibility LH Skater 2 & Coach Ball Hall 13:45-14:45						
14:00	14.00-14.50 BO Working with judges Interaction between Brian and judges	Flexibility LH Skater 1 & Coach Ball Hall						
15:00	15:00-15:50 Skater 4 BO Jump Combos				14:15-15:45 Coach 3 Dartfish RV Media Centre	15:15-16:00 JUDGES Lesson for judges LL		
16:00	16:00-16:50 Skater 1 & 2 AS	16:00-16:45 Off - ice All Coaches AV- Ball Hall				16.15-17.00 Brian Orser Lesson for judges	16:00-20:00 Dinner	
17:00	17:00-17:50 Skater 3 & 4 AS				17:10-18:10 Testing - Feedback All coaches HT			
18:00	18:00-18:50 JUDGES AV							
19:00	19:10-20:00 Ice Theatre All skaters AS				19:00-21:00 All coaches BB			
20:00						20:00-20:45 Discussion LL JUDGES		
21:00							21:00-22:00 Ev. Snack & P Ms & BB	

22:00

# Saturday, May 14th 2011

	ICE Practice	Ball Hall	Gymnasium	Sports Hall	Sportshall- Classroom 13	Lecture Room	Kaskela Dinning Hall or Other Room
7:00							7:00-9:00 Breakfast
8:00	08:10-09:00 Skater 1 AV		08:00-08:50 Skater 2 LH Flexibility		08:15-09:45 Coaches 3 & 4 BB		
9:00	09:10-10:00 Skater 2 AV		09:10-10:00 Skater 1 LH Flexibility			09:00-10:00 JUDGES Valerie Bartlett Transitions, entry/exit	
10:00	10:10-11:00 Skater 3 AV	10:00-10:50 Skater 4 LH - Flexibility Pihkala Grd.floor			10:20 - 11:50 Coaches 1 & 2 BB	10:00-11:00 JUDGES Valerie Bartlett Biomechanics	
11:00	11:10-12:00 Skater 4 AV		11:30-12:20 Skater 3 LH Flexibility				11:30 - 13:30 Lunch
12:00	12:10-13:00 Skater 1 & JUDGES AS & BO Transitions- MS + C						
13:00	13:10-14:00 Skater 2 AS & BO Transitions-MS+ C	13:30-14:15 Skater 3 & 4 AV				13.15-14.00JUDGES Tarja Sipilä Coach's viewpoint	
14:00					14:20-15:20 All coaches BB	14:00-15:00 JUDGES Discussion LL	
15:00		15:00-15:45 Skater 1 & 2 AV			10		
16:00	15:40-16:30 Skater 3 & JUDGES AS & BO , MS + J Transitions 16:40-17:30 Skater 4 AS & BO , MS + J Transitions				16:00-17:30 Coach 2 Dartfish RV Media Centre		16:00-20:00 Dinner
18:00					Classroom 12-13 Sportshall Coaches, JUDGES, presenters 18:30-19:15 Using music Jussi Framling 19.30-20.15 Mika Saarelainen Components		
19:00	18:30-19:20 All skaters Ice Theatre - AS						
20:00					20:15-21:00 Training Philosophy BO		20.00 - Bowling for skaters
21:00					21:00 - 21:30 Panel discussion/closing		
22:00							21:45 Closing Party Country Club

SUNDAY, May 15th 2011						
	ICE Practice	Ball Hall	Gymnasium	Sports Hall	Auditorium	Lecture Room Kaskela Dinning Hall or Other Room
7:00						7:00-9:00 Breakfast
8:00	08:10-09:00 Skater 4 AV & VB	08:30-09:30 Dance			08:00-09:00 Components MS-Classrm 13 Coaches 1&2& JUDGE S	
9:00	09:10-10:00 Skater 3 AV & VB	Skaters 1 & 2 LH				09:00-10:00 JUDGES Lesson LL
10:00	10:10-11:00 Skater 2 & JUDGES BO & VB	10:30-11:30 Dance			10:15-11:15 Components MS-Classrm 13 Coaches 3 & 4	
11:00	11:10-12:00 Skater 1 BO & VB	Skaters 3 & 4 LH				11:30-12:30 Lesson - JUDGES Anne Schelter
12:00					12:15-13:45 All coaches BB Auditorium	11:30 - 14:00 Lunch
13:00						12:30-13:30 Discussion and feedback JUDGES, LL
14:00						
15:00	Participants Depart BUS #1 15:00					
16:00						
17:00						
18:00						

## **Attachment 5. Timetable for seminars in August 2011**



## Attachment 6. General evaluation sheet for the coach



**ISU Development Project**

*Funded in part by the ISU Development Commission*



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### **Coach Evaluation Sheet**

**Country:**

#### **1) General Organization**

- Positive Aspects

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- Negative Aspects

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- Suggestions for improvement

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#### **2) Presented Subjects On Ice**

- Positive Aspects

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- Negative Aspects

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- Suggestions for improvement

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#### **3) Presented Subjects Off-Ice**

- Positive Aspects

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- Negative Aspects

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- Suggestions for improvement

#### 4) Theory Lessons

- Positive Aspects

- Negative Aspects

- Suggestions for improvement

#### 5) What have you learned

#### 6) Comments

2

## Attachment 7. Evaluation sheet for coaches

### 1. Basic information of a coach

1.1 Country \_\_\_\_\_

1.2 Age \_\_\_\_\_ year old

1.3 Sex Female \_\_\_\_ Male \_\_\_\_

1.4 I have coached figure skating for \_\_\_\_\_ years.

1.5 I have coached figure skating at high performance level for \_\_\_\_ years.

(High performance level = your skater has been placed nationally in the top five in her/his age group.)

### 2. Basic information of a skater

2.1 Country \_\_\_\_\_

2.2 Age \_\_\_\_\_ year old

2.3 Sex Female \_\_\_\_ Male \_\_\_\_

2.4 What level the skater will skate in the season 2010/2011? \_\_\_\_\_

### 3. Planning

3.1 Evaluate the lectures relating to planning.

1 = highly useless information , 2 = useless information , 3 = neither useless nor beneficial information, 4 = beneficial information, 5 = highly beneficial information

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3.2 Write down 3-5 areas, relating to the lectures about planning, that were the most beneficial to your coaching.

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3.3 What kind of an annual planning method do you use? If you use other planning method than Mr. Bartlett's Six Phases of Development -method, write down what kind of phases you have and what are the main components of the phases.

\_\_\_ Mr. Bartlett's Six Phases of Development - method

\_\_\_ other method

Name of the 1. Phase: \_\_\_\_\_

Main focus of the 1. Phase in

Technical aspect: \_\_\_\_\_

Physical aspect: \_\_\_\_\_

Mental aspect: \_\_\_\_\_

Duration: \_\_\_\_\_

Intensity: \_\_\_\_\_

Name of the 2. Phase: \_\_\_\_\_

Main focus of the 2. Phase in

Technical aspect: \_\_\_\_\_

Physical aspect: \_\_\_\_\_

Mental aspect: \_\_\_\_\_

Duration: \_\_\_\_\_

Intensity: \_\_\_\_\_

Name of the 3. Phase: \_\_\_\_\_

Main focus of the 3. Phase in

Technical aspect: \_\_\_\_\_

Physical aspect: \_\_\_\_\_

Mental aspect: \_\_\_\_\_

Duration: \_\_\_\_\_

Intensity: \_\_\_\_\_

Name of the 4. Phase: \_\_\_\_\_

Main focus of the 4. Phase in

Technical aspect: \_\_\_\_\_

Physical aspect: \_\_\_\_\_

Mental aspect: \_\_\_\_\_

Duration: \_\_\_\_\_

Intensity: \_\_\_\_\_

Name of the 5. Phase: \_\_\_\_\_

Main focus of the 5. Phase in

Technical aspect: \_\_\_\_\_

Physical aspect: \_\_\_\_\_

Mental aspect: \_\_\_\_\_

Duration: \_\_\_\_\_

Intensity: \_\_\_\_\_

Name of the 6. Phase: \_\_\_\_\_

Main focus of the 6. Phase in

Technical aspect: \_\_\_\_\_

Physical aspect: \_\_\_\_\_

Mental aspect: \_\_\_\_\_

Duration: \_\_\_\_\_

Intensity: \_\_\_\_\_

3.4 Planning for a program. Write down an X in a phase/s when you focus on the next topics.

Topic	Phase 1.	Phase 2.	Phase 3.	Phase 4.	Phase 5.	Phase 6.	Other
Desing a program (music, costume, choreography)							
Partial run-throughs							
Full run-throughs							

3.5 Planning Physical Skill Development. Write down an X in a phase/s when you focus on the next topics.

Topic	Phase 1.	Phase 2.	Phase 3.	Phase 4.	Phase 5.	Phase 6.	Other
Aerobic Stamina							
Arobic Interval							
Speed Anaerobic (ATP-CP)							
Speed endurance (Anaerobic Lactic)							
Maximum Strenght							
Strenght Endurance							
Strenght Plyometrics							
Speed							
Motor Abilities							
Flexibility							

3.6 Planning Mental Skill Development. List down what exercises you use when developing your skaters mental skills.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

3.7 Planning and Technical Skill Development. Write down an X in a phase/s when you focus on the next topics.

Topic	Phase 1.	Phase 2.	Phase 3.	Phase 4.	Phase 5.	Phase 6.	Other
Jumps:							
New elements							
Weaknesses							
Grade of Execution							
Spins:							
New elements							
Weaknesses							
Grade of Execution							

3.8 Planning and coaches development. Write down 3 areas relating to planning that you would like to be better at.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

#### 4. Skill Analysis

4.1 Evaluate the lectures relating to skill analysis/biomechanics.

1 = highly useless information , 2 = useless information , 3 = neither useless nor beneficial information, 4 = beneficial information, 5 = highly beneficial information

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4.2 Write down 3-5 areas, relating to the lectures about skill analysing, that were the most beneficial to your coaching.

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4.3 Evaluate the importance of biomechanics and skill analysis in your coaching.

1. = highly unimportant, 2 = unimportant, 3 = neither unimportant nor important, 4 = important, 5 = highly important

Topic	Evaluation
Biomechanical principles	
Phases of an element	
Use of Video / Dartfish technic	
Use of a third party in evaluation	

4.4 How do you analyse your skater's skills in jumps and spins?

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4.5 Skill analyzing and coaches development. Write down 3 areas relating to skill analyzing that you would like to be better at.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## 5 Nutrition

5.1 Evaluate the lecture relating to nutrition.

1 = highly useless information , 2 = useless information , 3 = neither useless nor beneficial information, 4 = beneficial information, 5 = highly beneficial information

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5.2 Have you promoted the information related to the lectures about nutrition to your skater?

\_\_\_\_ Yes      \_\_\_\_ No

5.3 If YES, what kind of actions there has been taken?

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## Attachment 8. Evaluation sheet of moderators for coaches part 1.

### 1. Basic Information of you as a coach

1.1 Country \_\_\_\_\_

1.2 Age \_\_\_\_\_ year old

1.3 Sex            Female \_\_\_\_            Male \_\_\_\_

1.4 I have coached figure skating for \_\_\_\_\_ years

1.5 I have coached figure skating at high performance level for \_\_\_\_ years.

(High performance level=you skater has been placed nationally in the top five in her/his age group.)

### 2. Evaluate lectures and training sessions by a moderator

1 = not suitable at all, 2 = neither suitable or non-suitable, 3 = slightly suitable, 4 = suitable, 5 = highly suitable, N = I don't know

#### 2.1 Barry Bartlett, planning

	1	2	3	4	5	N
Content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Material (if applicable)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Usability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 2.2 Valerie Bartlett, biomechanics and skill analysis

	1	2	3	4	5	N
Content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Material (if applicable)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Usability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 2.3 Anne Schelter, ice training

	1	2	3	4	5	N
Content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Material (if applicable)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Usability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 2.4 Alexander Vedenin, ice training

	1	2	3	4	5	N
<u>Content</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Teaching methods</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Material (if applicable)</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	
<u>Usability</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>

#### 2.5 Lilli Helpi, dance and flexibility

	1	2	3	4	5	N
<u>Content</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Teaching methods</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Material (if applicable)</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	
<u>Usability</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>

#### 2.6 Nobou Sato, ice training (May 2010)

	1	2	3	4	5	N
<u>Content</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Teaching methods</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Material (if applicable)</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	
<u>Usability</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>

#### 2.7 Peter Johansson, ice training (August 2010)

	1	2	3	4	5	N
<u>Content</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Teaching methods</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Material (if applicable)</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	
<u>Usability</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>

#### 2.8 Brian Orser, ice training (May 2011)

	1	2	3	4	5	N
<u>Content</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Teaching methods</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Material (if applicable)</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	
<u>Usability</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>

### 2.9 Pirjo Saarnia, nutrition (May and August 2010)

	1	2	3	4	5	N
<u>Content</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Teaching methods</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Material (if applicable)</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	
<u>Usability</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>

### 2.10 Terhi Lehtoviita, mental training (May 2011)

	1	2	3	4	5	N
<u>Content</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Teaching methods</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Material (if applicable)</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	
<u>Usability</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>

### 2.11 Kari Uusikylä, talent ID (May 2010)

	1	2	3	4	5	N
<u>Content</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Teaching methods</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Material (if applicable)</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	
<u>Usability</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>

### 2.12 Karoliina Lundahl, strenght training (May 2010)

	1	2	3	4	5	N
<u>Content</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Teaching methods</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Material (if applicable)</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	
<u>Usability</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>

### 2.13 Leena Laaksonen, rules and regulations (August 2010)

	1	2	3	4	5	N
<u>Content</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Teaching methods</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Material (if applicable)</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	
<u>Usability</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>

**2.14 Alexander Lakernik, rules and regulations (August 2010)**

	1	2	3	4	5	N
<u>Content</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Teaching methods</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Material (if applicable)</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	
<u>Usability</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>

**2.15 Mika Saarelainen, components and music (May 2011)**

	1	2	3	4	5	N
<u>Content</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Teaching methods</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Material (if applicable)</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	
<u>Usability</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>

**2.16 Maikki Uotila-Kraatz, choreography (May 2011)**

	1	2	3	4	5	N
<u>Content</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Teaching methods</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Material (if applicable)</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	
<u>Usability</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>

**3. List one "pearl" from the NDP seminars May 2010-May 2011.**


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## Attachment 9. Evaluation sheet of moderators for coaches part 2

### 1. Basic Information of you as a coach

1.1 Country \_\_\_\_\_

1.2 Age \_\_\_\_\_ year old

1.3 Sex                      Female \_\_\_\_                      Male \_\_\_\_

1.4 I have coached figure skating for \_\_\_\_\_ years

1.5 I have coached figure skating at high performance level for \_\_\_\_ years.

(High performance level=you skater has been placed nationally in the top five in her/his age group.)

### 2. Evaluate lectures and training sessions by a moderator

1 = not suitable at all, 2 = neither suitable or non-suitable, 3 = slightly suitable, 4 = suitable, 5 = highly suitable, N = I don't know

#### 2.1 Peter Grütter, ice training (August 2011)

	1	2	3	4	5	N
<u>Content</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Teaching methods</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Material (if applicable)</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Usability</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>

#### 2.2 Alexander Lakernik, rules and regulations (August 2011)

	1	2	3	4	5	N
<u>Content</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Teaching methods</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Material (if applicable)</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Usability</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>

### 2.3 Crista "Sissy" Krick, components (August 2011)

	1	2	3	4	5	N
<u>Content</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Teaching methods</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Material (if applicable)</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>
<u>Usability</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>	<u>O</u>

### 3. List one "pearl" from the NDP seminar August 2011.

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# Attachment 9. Results of the third evaluation sheet

May 2011

Country	Age	Sex	Coached for high level	Barry Bartlett				Valerie Bartlett				Anne Schleiter			
				Content	Teaching methods	Material	Usability	Content	Teaching methods	Material	Usability	Content	Teaching methods	Material	Usability
ICE	23	1	10	3	3	3	3	3	3	4	4	5	5	5	5
ICE	24	1	9	0	5	5	5	4	4	4	4	4	5	4	4
ICE	19	1	6	0	5	4	5	5	5	4	5	5	5	5	5
NOR	31	2	8	3	5	5	4	5	5	5	4	5	5	5	5
NOR	24	1	9	4	5	5	4	5	5	5	5	5	5	5	5
NOR	45	1	20	15	5	5	5	4	4	4	5	5	5	5	5
NOR	23	1	6	1	4	4	5	4	4	4	4	5	5	5	5
NOR	24	1	7	5	5	5	5	5	5	5	5	5	5	5	4
FIN	50	1	35	18	4	5	5	5	5	5	5	5	5	5	5
FIN	32	1	15	6	5	4	5	4	4	3	3	4	5	5	5
FIN	40	1	17	15	5	5	5	5	5	5	5	5	5	4	5
FIN	54	2	26	7	5	5	5	5	5	5	5	4	4	5	5
FIN	54	1	22	20	5	5	5	5	5	5	5	4	5	5	5
FIN	46	1	27	15	5	5	5	5	5	5	5	4	5	5	5
FIN	42	1	23	16	4	5	4	5	5	3	5	5	5	5	5
SWE		1	16	12	5	4	5	5	4	5	5	5	5	5	5
SWE		1	25	15	5	5	5	5	5	5	5	5	5	5	5
SWE		1	30	30	5	5	5	5	5	5	5	5	5	5	5
SWE	44	1	26	10	4	4	4	5	5	5	5	5	5	5	5
SWE	72	1	50	25	5	5	5	5	5	5	3	5	5	5	5
SWE	48	1	24	22	5	5	5	5	5	5	5	5	5	5	5
DEN	26	2	11	4	5	5	5	1	1	1	1	5	5	5	5
DEN	44	2	22	20	5	5	5	5	5	5	5	5	5	5	5
DEN	24	1	5	2	5	5	5	5	5	5	5	5	5	5	5
DEN	33	1	13	13	5	5	5	5	4	5	5	5	5	5	5
DEN	50	1	25	20	5	5	5	5	5	5	5	5	5	5	5
DEN	33	2	10	6	5	5	5	5	5	5	5	5	5	5	5
DEN	27	1	10	5	5	5	5	5	5	5	5	5	5	5	5
Average	37,28		18,11	11,11	4,79	4,75	4,71	4,63	4,54	4,54	4,57	4,81	4,96	4,91	4,93
Min	19		5	0	3	3	3	1	1	1	1	4	4	4	4
Max	72		50	30	5	5	5	5	5	5	5	5	5	5	5
Total of "5"					23	22	22	22	19	20	21	22	26	21	25
Total of "4"					4	5	4	4	7	5	4	5	1	2	2
Total of "3"					1	1	2	1	1	2	2	0	0	0	0
Total of "2"					0	0	0	0	0	0	0	0	0	0	0
Total of "1"					0	0	0	0	1	1	1	0	0	0	0
Don't know (0)					0	0	0	0	0	0	0	0	0	0	0
Answers					28	28	28	28	28	28	28	27	27	23	27
I wasn't there/material=not available					0	0	0	0	0	0	0	1	1	5	1

Sivu 1



May 2011

Country	Age	Sex	Coached for high level	Alexander Vedenin				Lilli Helpi				Nobuo Sato			
				Content	Teaching methods	Material	Usability	Content	Teaching methods	Material	Usability	Content	Teaching methods	Material	Usability
ICE	23	1	10	5	5	5	5	5	5	5	5	5	5	5	5
ICE	24	1	9	5	5	5	5	5	5	5	5	5	5	5	5
ICE	19	1	6	4	4	4	5	5	4	5	5	5	5	5	5
NOR	31	2	8	4	4	4	4	5	5	5	5	3	4	4	5
NOR	24	1	9	5	5	5	5	5	5	5	5	5	5	5	5
NOR	45	1	20	4	3	3	5	5	5	5	5	5	5	5	5
NOR	23	1	6	4	3	4	4	5	5	5	5	5	5	5	5
NOR	24	1	7	4	3	3	3	5	5	5	5	5	5	4	4
FIN	50	1	35	5	5	5	5	5	5	5	5	4	5	4	5
FIN	32	1	15	4	4	4	4	5	5	5	5	5	5	5	5
FIN	40	1	17	5	5	4	5	5	5	5	5	5	4	3	4
FIN	54	2	26	7	5	5	5	5	5	5	5	5	4	4	5
FIN	54	1	22	5	5	5	5	5	5	5	5	5	4	4	5
FIN	46	1	27	5	4	4	5	5	5	5	5	3	3	3	3
FIN	42	1	23	5	5	5	5	5	5	5	5	4	4	4	4
SWE	1	16	12	5	3	3	5	4	5	4	4	5	5	5	5
SWE	1	25	15	5	5	5	4	5	4	4	4	5	5	5	5
SWE	1	30	30	5	5	5	5	5	5	5	5	5	5	5	5
SWE	44	1	26	10	5	5	5	5	5	5	5	5	5	5	5
SWE	72	1	50	25	5	5	5	5	5	5	5	4	4	4	4
SWE	48	1	24	22	5	5	5	5	5	5	5	5	5	5	5
DEN	26	2	11	4	5	5	5	5	5	0	3	5	5	0	5
DEN	44	2	22	20	5	5	5	5	5	5	5	5	5	5	5
DEN	24	1	5	2	3	3	3	4	5	5	4	5	5	5	5
DEN	33	1	13	13	5	4	5	5	5	5	5	5	5	5	5
DEN	50	1	25	20	5	5	5	5	5	5	5	4	4	4	4
DEN	33	2	10	6	5	5	5	5	5	5	5	5	5	5	5
DEN	27	1	10	5	5	5	5	5	5	5	5	5	5	5	5
Average	37,28		18,11	11,11	4,71	4,67	4,71	4,89	4,93	4,9	4,82	4,6	4,55	4,43	4,6
Min	19		5	3	3	3	3	4	4	4	3	3	3	3	3
Max	72		50	30	5	5	5	5	5	5	5	5	5	5	5
Total of "5"				21	17	15	22	25	26	18	24	14	12	7	13
Total of "4"				6	5	5	4	3	2	2	3	4	7	6	6
Total of "3"				1	6	1	2	0	0	0	1	2	1	1	1
Total of "2"				0	0	0	0	0	0	0	0	0	0	0	0
Total of "1"				0	0	0	0	0	0	0	0	0	0	0	0
Don't know (0)				0	0	0	0	0	0	1	0	0	0	1	0
Answers				28	28	21	28	28	28	21	28	20	20	15	20
I wasn't there/material=not available				0	0	7	0	0	0	7	0	8	8	13	8

Sivu 2

May 2011

Country	Age	Sex	Coached for high level	Peter Johansson				Brian Orser				Pirjo Saarnia			
				Content	Teaching methods	Material	Usability	Content	Teaching methods	Material	Usability	Content	Teaching methods	Material	Usability
ICE	23	1	10	5	5	5	5	5	5	5	5	5	5	5	5
ICE	24	1	9	0											
ICE	19	1	6	0	5	5	5	5	5	5	5				
NOR	31	2	8	3	5	5	2	5	4	4	5	5	5	5	5
NOR	24	1	9	4	5	5	5	5	5	5	5	4	4	4	4
NOR	45	1	20	15	5	5	5	5	5	5	5	4	5	4	5
NOR	23	1	6	1	5		5	5	5	5	5				
NOR	24	1	7	5	5	4	3	5	5	4	4	3	3	3	3
FIN	50	1	35	18	5	5	5	4	5		5				
FIN	32	1	15	6	4	4	4	3	5		4	4	3	4	4
FIN	40	1	17	15	4	3	4	5	5	4	4	3	3	3	3
FIN	54	2	26	7	3	3	3	4	4	4	5	5	5	5	5
FIN	54	1	22	20	5		4	5	5	5	5	4	3	3	3
FIN	46	1	27	15	4	4	4	4	5		5	0	0	0	0
FIN	42	1	23	16	5	4	5	5	4		5	5	5	4	5
SWE		1	16	12	5		5	4	4		4	4	2	3	3
SWE		1	25	15	5	5	5	5	5	5	5	4	4	4	4
SWE		1	30	30				5	5						
SWE	44	1	26	10	5	5	5	5	5	5	5	3	3	3	3
SWE	72	1	50	25	5	5	5	5	5	5	5	0	0	0	0
SWE	48	1	24	22	5	5	5	5	5	5	5	5	5	5	5
DEN	26	2	11	4				3	5	0	5	5	5	5	5
DEN	44	2	22	20				5	5	5	5				
DEN	24	1	5	2											
DEN	33	1	13	13	5	5	5	5	5	5	5	5	5	5	5
DEN	50	1	25	20				5	5	5	5	4	4	4	4
DEN	33	2	10	6	5	5	5	5	5	5	5	5	5	5	5
DEN	27	1	10	5	4	4	4	5	5	5	5	0	0	5	5
Average	37,28		18,11	11,11	4,71	4,6	4,43	4,69	4,85	4,79	4,81	4,28	4,11	3,95	4,26
Min	19		5	0	3	3	2	3	4	4	4	3	2	3	3
Max	72		50	30	5	5	5	5	5	5	5	5	5	5	5
Total of "5"					16	16	13	20	23	15	21	8	9	8	10
Total of "4"					4	4	5	4	3	4	5	7	3	6	4
Total of "3"					1	1	2	2	0	0	0	3	5	5	5
Total of "2"					0	0	1	0	0	0	0	0	1	0	0
Total of "1"					0	0	0	0	0	0	0	0	0	0	0
Don't know (0)					0	0	0	0	0	1	0	3	3	2	2
Answers					21	21	21	26	26	20	26	21	21	21	21
I wasn't there/material=not available					7	7	7	2	2	8	2	7	7	7	7

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May 2011

Country	Age	Sex	Coached for high level	Terhi Lehtoviita			Kari Uusikylä			Karoliina Lundahl		
				Content	Teaching methods	Material	Usability	Content	Teaching methods	Material	Usability	Usability
ICE	23	1	10	5	5	5	5	0	0	0	0	0
ICE	24	1	9	5	5	5	5	1	1	1	1	
ICE	19	1	6	4	4	4	4	5	3	5	2	4
NOR	31	2	8	4	4	4	4	5	2	2	2	4
NOR	24	1	9	5	5	5	5	2	2	2	2	4
NOR	45	1	20	4	3	4	4	2	2	2	2	3
NOR	23	1	6	4	4	4	4	2	2	2	2	5
NOR	24	1	7	4	4	4	4	2	2	2	2	5
FIN	50	1	35	5	5	5	5					4
FIN	32	1	15	5	5	5	5	3	3	4	3	5
FIN	40	1	17	5	5	5	5	3	3	3	3	5
FIN	54	2	26	5	5	5	5	3	3	3	3	5
FIN	54	1	22	5	5	5	5	4	4	4	4	5
FIN	46	1	27	4	4	4	4	5	5	5	5	5
FIN	42	1	23	5	5	5	5	2	2	2	2	4
SWE		1	16	5	5	5	5	1	1	1	1	3
SWE		1	25	3	3	3	3	4	4	4	4	5
SWE		1	30	5	5	5	5	0	0	0	0	0
SWE	44	1	26	4	4	4	4	2	2	2	2	5
SWE	72	1	50	5	5	5	5	4	4	4	4	5
SWE	48	1	24	5	5	5	5	0	0	0	0	0
DEN	26	2	11	1	4	1	1	1	1	1	1	5
DEN	44	2	22	2	3	5	5					
DEN	24	1	5					4	1	2	2	4
DEN	33	1	13	2	4	2	3	3	3	3	3	5
DEN	50	1	25	3	3	3	3	3	3	3	3	5
DEN	33	2	10	5	5	5	5					
DEN	27	1	10	4	3	3	3					
Average	37,28		18,11	4,19	4,33	4,23	4,3	3,12	2,56	2,88	2,53	4,71
Min	19		5	1	3	1	1	1	1	1	1	3
Max	72		50	5	5	5	5	5	4	5	4	5
Total of "5"				14	14	14	15	4	0	1	0	13
Total of "4"				8	8	7	7	3	4	5	3	3
Total of "3"				2	5	3	4	3	5	3	5	1
Total of "2"				2	0	1	0	5	3	5	7	0
Total of "1"				1	0	1	1	2	4	2	2	0
I Don't know (0)				0	0	0	0	3	3	3	3	3
Answers				27	27	26	27	20	19	19	20	20
wasn't there/material=not available				1	1	2	1	8	9	9	8	8

May 2011

Country	Age	Sex	Coached for high level	Leena Laaksonen				Alexander Lakernik				Mika Saarelainen			
				Content	Teaching methods	Material	Usability	Content	Teaching methods	Material	Usability	Content	Teaching methods	Material	Usability
ICE	23	1	10	5	5	5	5					5	5	5	5
ICE	24	1	9	0								5	5	5	5
ICE	19	1	6	5	5	5	5	5	5	5	5	5	5	5	5
NOR	31	2	8	0	0	0	0	5	5	5	5	5	5	5	5
NOR	24	1	9	4	5	5	5	5	5	5	5	5	5	5	5
NOR	45	1	20	15	5	5	5	4	4		4	4	4	4	4
NOR	23	1	6	1								4	4	4	4
NOR	24	1	7	5	5	5	5	5	5	5	5	5	5	5	5
FIN	50	1	35	18	5	5	5	5	5	5	5	5	5		5
FIN	32	1	15	6	5	5	5	5	5	5	5	5	5		5
FIN	40	1	17	15	5	3	4	5	4	4	4	5	5	5	5
FIN	54	2	26	7	4	4	4	5	5	5	5	5	4	5	5
FIN	54	1	22	20	5	5	5	5	5	5	5	5	5	5	5
FIN	46	1	27	15	0	0	0	4	4	4	4	5	4	5	5
FIN	42	1	23	16	5	4	4	5	4		5	5	4	5	4
SWE		1	16	12	5	4		5	4		5	5	5		5
SWE		1	25	15	5	5	5	5	5	5	5	3	3	3	3
SWE		1	30	30								5	3		5
SWE	44	1	26	10	4	4	4	5	5	5	5	4	4	4	4
SWE	72	1	50	25	0	0	0	5	5	5	5	5	5	5	5
SWE	48	1	24	22	0	0	0	5	5	5	5	5	5	5	5
DEN	26	2	11	4	5	5	5					5	5	5	5
DEN	44	2	22	20								5	5	5	5
DEN	24	1	5	2											
DEN	33	1	13	13	5	5	5	5	5	5	5	5	5	5	5
DEN	50	1	25	20								5	5	5	5
DEN	33	2	10	6	5	5	5	5	5	5	5	5	5	5	5
DEN	27	1	10	5	5	5	5	5	5	5	5	5	5	5	5
Average	37,28		18,11	11,11	4,89	4,67	4,75	4,89	4,75	4,88	4,85	4,81	4,65	4,82	4,81
Min	19		5	0	4	3	4	4	4	4	4	3	3	3	3
Max	72		50	30	5	5	5	5	5	5	5	5	5	5	5
Total of "5"				16	13	12	16	18	15	14	17	23	19	19	23
Total of "4"				2	4	4	2	2	5	2	3	3	5	2	3
Total of "3"				0	1	0	0	0	0	0	0	1	2	1	1
Total of "2"				0	0	0	0	0	0	0	0	0	0	0	0
Total of "1"				0	0	0	0	0	0	0	0	0	0	0	0
I Don't know (0)				4	4	4	4	0	0	0	0	0	0	0	0
Answers				22	22	20	22	20	20	16	20	27	26	22	27
I wasn't there/material=not available				6	6	8	6	8	8	12	8	1	2	6	1

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Country	Age	Sex	Coached for high level	Maikki Uotila-Kraatz			
				Content	Teaching methods	Material	Usability
ICE	23	1	10	2	4	4	4
ICE	24	1	9	0	5	5	5
ICE	19	1	6	0	5	5	5
NOR	31	2	8	3	4	4	4
NOR	24	1	9	4	5	5	5
NOR	45	1	20	15	5	5	4
NOR	23	1	6	1	4	3	4
NOR	24	1	7	5	4	4	4
FIN	50	1	35	18	5	5	5
FIN	32	1	15	6	4	4	4
FIN	40	1	17	15	5	5	5
FIN	54	2	26	7	5	5	5
FIN	54	1	22	20	5	5	5
FIN	46	1	27	15	4	5	5
FIN	42	1	23	16	5	5	5
SWE		1	16	12	5	5	5
SWE		1	25	15	5	5	5
SWE		1	30	30	5	5	5
SWE	44	1	26	10	5	5	5
SWE	72	1	50	25	5	5	5
SWE	48	1	24	22	5	5	5
DEN	26	2	11	4	5	3	0
DEN	44	2	22	20	4	4	4
DEN	24	1	5	2			
DEN	33	1	13	13	5	4	4
DEN	50	1	25	20	5	5	5
DEN	33	2	10	6	5	5	5
DEN	27	1	10	5	5	5	5
Average	37,28		18,11	11,11	4,74	4,67	4,56
Min	19		5	0	4	3	3
Max	72		50	30	5	5	5
Total of "5"					20	19	11
Total of "4"					7	7	6
Total of "3"					0	1	1
Total of "2"					0	0	0
Total of "1"					0	0	0
Don't know (0)					0	0	1
Answers					27	27	19
I wasn't there/material=not available					1	1	9

August 2011

Country	Age	Sex	Coached for high level	Peter Grütter				Alexander Lakernik				Crista "Sissy" Krick			
				Content	Teaching methods	Material	Usability	Content	Teaching methods	Material	Usability	Content	Teaching methods	Material	Usability
DEN	27	1	10	5	5	4	4	5	5	5	5	5	5	5	5
DEN	26	2	7	5	5	4	4	5	0	5	5	5	3	4	5
DEN	39	2	12	5	5	5	5	5	5	5	5	5	5	5	5
DEN	33	1	13	5	5	5	5	5	5	0	5	4	5	5	4
DEN	28	1	7	5	5	5	5	5	5	5	5	5	5	0	5
ICE	19	1	6	5	5	5	5	5	0	5	5	5	0	5	5
NOR	53	1	27	5	5	5	5	5	5	5	5	5	5	5	5
NOR	27	1	3	5	5	5	5	4	5	5	5	5	5	5	5
NOR	32	2	8	4	5	5	5	5	5	5	5	5	5	5	5
NOR	42	1	7	5	5	5	5	4	4	5	5	5	5	5	5
NOR	24	1	9	5	5	5	5	5	5	5	5	5	5	5	5
FIN	34	1	10	5	5	5	5	5	4	4	5	4	4	4	4
FIN	53	2	27	5	5	3	5	4	4	4	4	4	4	3	4
FIN	32	1	15	3	4	0	4	5	5	0	5	4	4	0	4
FIN	54	1	26	21	3	4	3	5	5	4	5	5	4	4	5
FIN	42	1	24	17	3	4	3	5	4	3	4	5	4	4	4
FIN	50	1	35	16	5	4	5	4	4	3	4	4	4	4	5
FIN	46	1	27	15	3	4	3	5	4	3	4	4	4	4	5
SWE	44	1	28	12	5	4	4	4	3	3	3	5	4	4	4
SWE	48	1	30	20	5	5	5	5	5	4	5	5	4	5	5
SWE	37	2	14	11	4	5	5	5	5	5	5	5	5	5	5
SWE	72	1	50	45	5	5	5	5	5	5	5	5	5	5	5
SWE	48	1	25	23	5	5	5	5	5	5	5	5	5	5	5
Average	39,6		18,26	12,26	4,57	4,65	4,57	4,78	4,6	4,35	4,74	4,74	4,48	4,5	4,74
Min	19		3	0	3	3	3	4	3	3	3	4	3	3	4
Max	72		50	45	5	5	5	5	5	5	5	5	5	5	5
Total of "5"				17	18	12	16	18	13	9	18	17	11	9	17
Total of "4"				2	2	6	4	5	6	3	4	6	9	6	6
Total of "3"				4	3	1	3	0	1	4	1	0	1	1	0
Total of "2"				0	0	0	0	0	0	0	0	0	0	0	0
Total of "1"				0	0	0	0	0	0	0	0	0	0	0	0
I Don't know (0)				0	0	1	0	0	2	2	0	0	1	2	0
Answers				23	23	20	23	23	22	19	23	23	22	18	23
I wasn't there/material=not available				0	0	3	0	0	1	4	0	0	1	5	0